

CURRENT AND RECOMMENDED GUIDELINES FOR COMMUNITY COLLEGES
IN DETERMINING THE ALLOCATION OF THEIR RESOURCES TO
MEET THE EDUCATIONAL NEEDS OF OLDER PERSONS

BY

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To my parents who gave me an appreciation for the value of an education, and the opportunity to pursue one. To my daughter Tracy whom I love very much.

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Abstract of Dissertation Presented to the Graduate Council
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The purpose of this investigation was to identify recommended guidelines for developing educational programs for older people and to determine the extent to which Florida's community colleges support and practice these guidelines. Several studies concerning the development of educational programs for older people at colleges and universities were reviewed to construct a comprehensive list of recommended guidelines. These guidelines were included in a survey questionnaire sent to individuals responsible for programming for older people at Florida's 28 public community colleges. These individuals were asked to indicate if each guideline was important and, if it was practiced at their institution. Follow-up interviews were conducted at five of the surveyed institutions to gain insight concerning specific results obtained in the survey investigation.

The 24 institutions responding to the survey questionnaire indicated substantial support for 52 of the 54 recommended guidelines. The

guidelines relative to providing transportation and promoting financial aid did not receive substantial support. Forty of the 54 guidelines were included in the program development process by at least 75% of the respondents. The least practiced guidelines were promote financial aid, establish/justify new fiscal priorities that will result in a reallocation of resources to support programs for the aging, provide or coordinate transportation to locations difficult to reach, provide inservice training for faculty and staff involved in programming, to establish a planning/advisory committee composed primarily of representative older people in the community, explore new sources for funding, and eliminate on-campus barriers.

Generally, there was consistency between institutional support and institutional practice of the recommended guidelines. However, there were 12 guidelines where substantial support was indicated in belief, but not in practice. The most significant of these were promote the use of older people in the community as volunteers or paid staff, provide inservice training for faculty and staff involved in programming, determine needs, decide level of involvement, explore new sources for funding, review supportive alternatives that do not require new funds, and establish/justify new fiscal priorities that will result in a reallocation of existing resources to support programs for the aging.

CHAPTER I INTRODUCTION

Background of the Study

Declining birthrates and increased longevity due to medical advances have made our nation's older population the fastest growing segment of our population. As of 1980, projections indicated that there would be approximately 34.2 million people 60 years old and over residing in the United States. By the year 2000, it is expected that this group will number 41 million (U.S. Bureau of Census, Series P-23, 1976). With enrollments of traditional age students on the decline, institutions of higher education are becoming increasingly interested in tapping the expanding market of older people.

The demands of a "learning society" make it a necessity to address the educational needs of our older population. Learning is now an essential component of living for those who want to be participants in the changing world about them. Older people face not only the demands of this external change, but also the more subtle internal demands of changing life situations brought about by increasing age. Educational programs to meet the unique needs of older people must, of necessity, be significantly different from those programs typically associated with the credential-oriented system of formal education (U.S. White House Conference on Aging, 1972).

Carlson and Paine (1974) make the following point about a "learning society."

A "learning society" is not one that simply allows participation and personal development of all age groups; instead, it strongly encourages participation. In the instance of older adults, especially, this encouragement is of great importance as many do not realize and cannot articulate their specific problems and needs and are unaware of how education can be of help in solving their problems and satisfying their needs. (p. 3)

Community colleges, because of their mission and flexibility, are in an excellent position to take a leadership role in developing educational programs for older people. Indeed, recent surveys (Scanlon, 1978) of higher educational institutions reveal that community and junior colleges are in the forefront in this area.

The challenge confronting community colleges is twofold:

1. To recognize the emergence of a healthy, active, capable generation of elders who presently face many years of inactivity and leisure; and
2. To develop an alliance with elders to explore and develop a range of options and life-styles for this period of life. (Glickman, Hersey, & Goldenberg, 1975, p. 3)

Programs to address the educational needs of older people have been slow in developing and often times, planning for these programs has been biased by the negative stereotypes held by educators about older people. As the implications of demographic trends become clear to those in the community and junior college network, it is obvious that there will be a more rapid proliferation of educational programs for older people. The use of meaningful guidelines for developing programs to meet the educational needs of an older population is essential if planning is to keep pace with the changing demands of this segment of our population.

The Problem

Statement of the Problem

Florida ranks number one among the states in its proportion of elderly persons age 65 and over at 18.1%. From 1970 to 1979, Florida's older population, in this same category, increased approximately 62.7%. The overall national increase for this age group was 23% (Soldo, 1980).

A recent survey by the Florida Department of Education, Division of Community Colleges (1979) reveals an already extensive involvement by Florida's community colleges with educational programs for older persons. Senior citizens have been identified in 1979 and 1980 as the target population with the greatest need for services provided by Community Instructional Services (CIS), a non-credit instructional process to address priority problems in Florida's communities (Florida Department of Education, 1980). With the growing numbers of older people migrating to Florida, the challenge to the community colleges to serve this population will become even greater. This same challenge is being presented to numerous other community colleges throughout the nation.

The purpose of this study was to identify current and recommended guidelines for community colleges in determining the allocation of their resources to meet the educational needs of older persons. The following subproblems were also addressed:

1. The identification of recommended guidelines for developing educational programs for older people
2. The determination of the extent to which Florida's public community and junior colleges support and practice the recommended guidelines for developing educational programs for older people

3. The examination and analysis of current community college practices statewide in light of the recommended guidelines identified.

Delimitations and Limitations

This study was confined to data gathered from a questionnaire survey of Florida's 28 public community and junior colleges and from follow-up interviews conducted at five of these community colleges with individuals responsible for educational programming for older persons. Also included was information obtained from a literature review primarily from 1965 to the present.

Significance of the Study

A challenge set forth in the document, Older Americans and Community Colleges: A Guide for Program Implementation (Korim, 1974), emphasizes the need for those in community colleges to establish aging as a priority: "The demand that older Americans be recognized as a vital force in our society serves as a challenge for community colleges to utilize their resources to address the needs of older people" (p. 18). Community colleges, as community-oriented institutions, must continuously reevaluate their role as community institutions and expand their efforts into new areas of service. Older persons, a previously unserved population, must now become the focus of attention for the community college (Korim, 1974).

While involvement of institutions of higher education in programming for older persons is low, nevertheless, national surveys supported by the Academy for Educational Development (Never Too Old to Learn, 1974; Scanlon, 1978) and the American Association of Community and Junior Colleges (Korim, 1974) demonstrate that community colleges

have taken a leadership role in addressing this area. While it is difficult to obtain timely figures about the extent of involvement of colleges and universities in educational programming for older people, it is estimated to be less than 1000 or approximately one-third of the total number of higher educational institutions in the country (Scanlon, 1978).

In the last decade, however, educational programming for older persons has steadily grown. Timmermann (1979) in reviewing the literature concerning educational programming for older persons suggests the main reason for the growth of interest in this area. "In essence, . . . the greatest influence upon the growth of interest in educational programming for older persons was the almost sudden awareness of a large and potentially powerful older population" (p. 49).

Federal recognition of the educational needs of older people has been a factor in the increased interest of educators in developing educational programming for older persons. The 1971 White House Conference on Aging (1972) signaled the beginning of this recognition. In the preamble to the Section Recommendations on Education, education was declared "a basic right for all persons of all age groups" (p. 1). Furthermore, the recent 1981 White House Conference on Aging has served to draw still more attention to the educational needs of the older segment of our population.

There is also considerable optimism among educators that participation of older people in educational programming will increase. It is established that those adults who have a higher level of educational attainment participate more in adult and continuing education programs (Johnstone & Rivera, 1965; Okes, 1977; Riley & Foner, 1968). While

older people now have a lower level of formal education than any other age group, it is expected that the average level of educational attainment of this group is increasing. In 1970, approximately 28% of the population 65 and over had completed four years of high school. By 1975, the percentage of high school completion was 35%. Finally, in 1980, the percentage increased still further, reaching approximately 41% (U.S. Bureau of the Census, Series P-20, 1981). As older people become more educated, it seems likely that their potential as a market for educational programming will increase.

Results from a project supported by the National Institute of Education (NIE) suggest several factors in the development of educational programs for older people (Glickman et al., 1975). In this survey of over 150 community colleges across the country, it was revealed that existing programs for older people were usually originated at the initiative of an interested administrator, i.e., a dean of continuing education or director of community services. A second major factor contributing to program development was the nature of the older population in the community. If that segment of the population was well-organized or constituted a high percentage of the population, programs were developed based upon demand or apparent need. Other factors less numerously mentioned included the availability of state or federal funds to support programs, the decline of younger student enrollments, requests from outside source agencies, or finally the awareness of existing programs for older people at other colleges (Glickman et al., 1975).

As community colleges continue to expand their involvement in the development of educational programs for older persons, it is evident

that specific guidelines or considerations for program development are essential. A scan of recent literature reveals a number of studies that have resulted in recommended guidelines for educational program development for older persons (Academy for Educational Development, 1974; Carlson & Paine, 1974; Glickman, et al., 1975; Korim, 1974).

However, the extent to which educators have followed guidelines is not clear. Carlson (1972) in a doctoral dissertation involving a survey of the community colleges in California concluded that the area of greatest concern for the colleges was in program development. The colleges, for the most part, had responded to the immediate needs of older people without adequately relating these needs to the total goals of the program. The end results were programs that met temporary needs in a rather haphazard fashion (Carlson, 1972).

Glickman et al. (1975) found that a widespread demand for practical guidelines and information on program development for older people existed among community college administrators. A substantial majority of administrators indicated that the greatest obstacle to program development was their "lack of knowledge of the educational needs and desires of elders as well as of techniques for planning, implementing, and funding programs" (Glickman et al., 1975, p. 3). Furthermore, administrators were very interested in knowing what other community colleges were doing in regard to programming, and more specifically, what techniques of program development were successful.

The use of inadequate procedures on the part of community and junior college administrators interested in developing educational programs for older persons could result in irrelevant and sporadic program efforts, low participation by older people, and consequently,

failure. The significance of this study was to identify guidelines recommended by the literature and to document the status of current practices of public community and junior colleges in Florida in the development of their educational programs for older persons. An examination of these findings in light of the guidelines suggested by the literature could be helpful in identifying additional guidelines for consideration, problem areas, and finally, possible gaps between recommended guidelines and actual practices in program development. With its high proportion of older people and extensive network of community and junior colleges, Florida can serve as an excellent data source for this study.

Definition of Major Terms

The following definitions of terms are not absolute. They are intended to be descriptions of the writer's usage in this particular study.

Educational needs of older persons. Good (1973) defined an educational need as "specific knowledge, skill, or attitude which is lacking but which may be obtained and satisfied through learning experiences" (p. 383).

Guidelines. Considerations or steps to be followed when developing educational programs.

Older persons. Older persons, in this study, is used interchangeably with other terms such as elderly, older adults, and senior citizens. Statistical information reported in this study generally refers to the 65 and over age category unless otherwise noted.

Programs. An educational program for older persons, in this study, refers to learning experiences either academic or nonacademic offered by institutions of higher education for those members of that population.

Research Methodology

Overview of Study Design

This study was descriptive-analytical in nature and was organized into three major phases. The first phase consisted of a literature review pertaining to older persons, programming for them at community colleges, and guidelines recommended for program development for older persons. The second phase of the study investigated current practices at Florida's community colleges in the development of programs for older people in relation to the recommended guidelines. The final phase involved an examination and analysis of current practices at Florida's community colleges in light of the guidelines that were recommended for determining the allocation of their resources to meet the educational needs of an older population.

Review of Related Literature

Literature was reviewed from 1965 to the present to provide a background relative to older adults and educational programming in the community colleges. An ERIC search using "older adults" and "community or two-year colleges" as key descriptors was conducted to identify literature relative to the problem under study. A manual search of Dissertation Abstracts was made to reveal related studies. Key studies were examined to provide further direction for research.

Investigation of Current Practices

This phase involved two investigations. One investigation involved a questionnaire survey of administrative personnel who have responsibility for educational programs for older people at Florida's 28 public community and junior colleges, i.e., deans or directors of continuing education/community services. The purpose of this survey was to determine current statewide practices in the area of program development for older people. Specifically, guidelines followed in developing programs were examined.

Upon review of the results of the survey questionnaire, an interview guide was developed addressing select items on the questionnaire that merited further investigation and clarification. Follow-up interviews were scheduled at five community colleges that had completed the original survey questionnaire. The purpose of these follow-up interviews was to ascertain from those professionals who were involved with programming for older people their analysis of the results of certain items on the survey questionnaire. The interview sessions were tape-recorded to ensure that the responses of the interviewees would be accurately noted. The selection of the five community colleges was based upon the recommendations of individuals who, by the nature of their positions and expertise, had an awareness of community college programming for older people in the state of Florida. These individuals were asked to suggest those community colleges that they felt had well-established programs for older people. The positions of the individuals consulted included Project Director for the Florida Council on Aging; Coordinator of Adult-Continuing Education and Community Services, Florida Department of Education, Division of Community Colleges;

Supervisor, Post-Secondary Education and Policy Units, Office of the Commission of Education, Florida Department of Education; Education Consultant in Adult and Community Education, Florida Department of Education; and Director, Institute of Government, State of Florida Administrator of Title I, Higher Education Act.

Instrumentation

The survey questionnaire was constructed from the recommended guidelines synthesized from the literature review. The survey was brief and easy to complete in order to promote a high rate of return. The interview guide was developed to gather more in-depth information concerning the aggregate responses of the surveyed individuals to certain items on the questionnaire. Interview questions were primarily open-ended in nature and designed to gain possible explanations for the specific results that were obtained. The goal was to tap the insight and analysis of the persons being interviewed.

Organization of the Research Report

This study will consist of five chapters.

Chapter I presented an introduction, statement of the problem, delimitations and limitations, significance of the study, definition of major terms, and a brief description of the study design and procedures.

Chapter II provides a review of the literature concerning older people and the community colleges' response to them, and recommended guidelines for program development.

Chapter III presents the methodology used in the investigation.

Chapter IV reports and discusses the results of the survey investigation and the follow-up interviews.

Chapter V presents the summary and conclusions of the research study.

CHAPTER II REVIEW OF RELATED LITERATURE

Introduction

The segment of our population categorized as "older persons" is extremely diverse, spanning at least 30 years. Nevertheless, some general information about older persons is appropriate to establish a profile of this group so the reader can understand the nature of this growing market of individuals. The first section of this chapter is designed to establish the nature of this growing market to which our educational institutions must respond.

Secondly, the community colleges' response to older people is examined to provide insight into some specific educational programs that have been developed to meet the educational needs of this group.

The third section reviews relevant studies of educational programs for older persons in our educational institutions and the resultant guidelines recommended by these studies. Finally, a chapter summary is provided.

The Nature of the Market

Demographics

In 1900, the population 60 and over numbered 4.9 million. The size of this group more than doubled by 1930 reaching 10.5 million and then tripled to 31.6 million in 1975. By the year 2000, the number of

older persons 60 and over will reach approximately 41 million, an eightfold increase since the beginning of the 20th century. Currently, between 15.2% and 15.6% of the total population is over 60 (U.S. Bureau of the Census, Series P-23, 1976).

As the proportion of older persons in the total population has been rising, the older population, itself, has been aging. For example, the proportion of persons aged 65 to 69 of the entire group over 65 is decreasing while the proportion of those 75 and over is increasing (U.S. Bureau of the Census, Series P-23, 1976). In the next two decades, as the total number of persons 65 and over increases by 28%, it is expected that the number of those over 75 will rise by almost 53%. An even more dramatic increase will occur in the 85 and over age category at 64%. Approximately 75% (five million) of the projected increase in the size of the older population will be in the 75 and over age group (Soldo, 1980). By the year 2000, this age group could comprise as much as 44% of the total elderly population (U.S. Bureau of the Census, Series P-23, 1976).

Approximately 5,000 Americans reach the age of 65 each day while at the same time 3,400 persons 65 and over die. While the net increase in the total population over 65 is 1,600 persons per day, it is the 5,000 newcomers that bring dramatically different life experiences to the older population (Brotman, 1981).

Neugarten (1974) talks about the rise of the young-old, the age group 55 to 75, and their impact on changing some traditional stereotypes held about older people. Previous stereotypes of older people as sick, poor, isolated and feeble have gradually given way to the reality presented by the young-old. Individuals in this age group are

relatively healthy, more affluent, better educated, politically active, and relatively free from the responsibilities of work and family. It is this group that has tremendous potential as change agents for creating an age-irrelevant society by improving relations between all age groups (Neugarten, 1974).

Personal Income

The personal income of older people is about half that of their younger counterparts. As older people retire, they generally experience approximately a one-half to two-thirds cut in their personal income. Consequently, many older people fall into a low income category (Brotman, 1981).

As of 1978, 3.2 million or 14.3% of the elderly population had incomes below the poverty level (Soldo, 1980). A higher percentage of older, nonmarried individuals (21% versus 8%) fell into the poverty category than their married counterparts. Poverty rates for older women were higher than older men at 17% versus 10%. Thirty-four percent of the black elderly were below the poverty level as compared to 12% of older whites. Nearly two-fifths of older black females had incomes that fell below the poverty level (Soldo, 1980).

If one considers those older persons in the "near poor" category, below 125% of the poverty level, a more realistic picture is painted. Using this as a category, nearly 25% of the older population or 5.4 million would be considered poor (Soldo, 1980).

Not all older people are poor, however. Approximately 18% of the households with a head 65 and over had incomes exceeding \$20,000 (Soldo, 1980). Furthermore, a different profile may be established

when looking at those older persons migrating to the Sunbelt. For example, Sunbelt migrants, as compared to nonmigrants living in the same areas, had a significantly higher socioeconomic status. They tended to have higher income from sources other than jobs, business, and welfare than nonmigrant residents. Florida and California attracted more than one-third of these Sunbelt migrants (Longino & Biggar, 1981).

Health

Older people, for the most part, rate themselves as healthy. Over two-thirds of the older persons polled in a recent survey reported their health as good or excellent compared to others in their age group (Brotman, 1981). Another 22% rate their health as fair. Nine percent report their health as poor. If the estimated 5% of institutionalized elderly is added to the poor health category, a total of approximately 14% consider themselves in poor health (Brotman, 1981).

While older persons generally feel healthier, nevertheless, they have more health problems than their younger counterparts. Chronic health conditions are more prevalent among older persons than younger. A higher proportion are hospitalized during a year, and once in the hospital, older persons spend approximately four days longer than younger patients. Older persons also visit their physicians more frequently than those under the age of 65. Finally, older people are more than twice as likely to wear glasses, and 13 times as likely to have hearing aids (U.S. Department of Health, Education, and Welfare, 1977a). While older persons generally feel good about their health, it is obvious that health care is a major concern for them.

Learning Ability

There have been numerous studies conducted on the learning abilities of older adults (Cattell, 1963; Jones & Conrad, 1933; Lorge, 1955; Miles & Miles, 1932; Thorndike, 1928; Wechsler, 1955). From a historical perspective there is a rather direct relationship between the evolving pattern of research efforts and their subsequent results to the prevailing beliefs held about older people and their ability to participate in various learning activities.

Early research on adult learning indicated a rise in adult learning ability peaking in the early twenties with a gradual decline thereafter. For the most part these studies did not continue past the age of 60 and were cross-sectional in nature (Jones & Conrad, 1933; Miles & Miles, 1932; Thorndike, 1928; Wechsler, 1955).

Lorge (1955), however, cast doubt on these studies emphasizing that they were actually measuring a decline in speed of response rather than learning ability. Another study (Cattell, 1963) focused on the distinction between crystallized intelligence, based upon experience, and fluid intelligence, based upon biological forces. It was found that fluid intelligence peaks in the late twenties and then declines but crystallized intelligence continues to increase throughout the life cycle.

More recent research has further dispelled the negative beliefs held about older people and their learning ability. Peterson (1976) in summarizing many of these recent studies concluded that even though there is evidence of decline in speed of response and some specific types of learning with increased age, for the most part, older people can learn material quickly and can modify their opinions and behaviors

if they are motivated to learn and the instructional setting is appropriate.

Educational Attainment

Older persons have a markedly lower level of education than their younger counterparts. As of 1978, only one-third of the population 65 and over achieved a high school education as compared to 50% of those under 65. Approximately 10% of the elderly could be classified as "functionally illiterate" with less than five years of schooling (Soldo, 1980).

The educational status of older people becomes even more significant if probable differences between the quality and relevance of their education as compared to the education received by younger people is considered. Less qualified teachers, now outdated subject matter, and inadequate instructional facilities all contributed to a poorer quality of education than that received by more recently educated people (McClusky, 1972).

The educational status of older people, however, is improving. The median level of educational attainment of older persons has increased by more than a year since 1970 (Brotman, 1981). As of 1979, the median level of education achieved by people 65 and over was 10 years. Florida, by comparison, had a significantly better educated older population with a median level of educational attainment at 12 years (U.S. Bureau of the Census, Series P-20, 1980). As the more educated cohorts reach the age of 65 and the less educated in the oldest cohorts die, the median level of educational attainment will increase even further (Brotman, 1981).

Participation in Education

The participation of older persons in educational activities has been conspicuously low (Johnstone & Rivera, 1965; Riley & Foner, 1968). However, studies sponsored by the National Center for Education Statistics (U.S. Department of Health, Education, and Welfare, 1977b) demonstrate a steady increase in the participation rates of older people in adult education. The percentage of all older persons 55 and over participating in adult education increased from 2.9% in 1969 to 4% in 1975. The 1975 percentage constitutes approximately 1.6 million persons or 9.5% of the total population of participants 17 and over.

Although participation by older adults has been increasing, as a group they are still significantly underrepresented in adult educational activities when compared to the younger age groups (Johnstone & Rivera, 1965; Okes, 1977; Riley & Foner, 1968). For example, Johnstone & Rivera (1965) found that 79% of the participants they surveyed were under the age of 50. The results of their study and subsequent studies also demonstrated a strong relationship between level of educational attainment and participation in adult education (Okes, 1977; Riley & Foner, 1968; U.S. Department of Health, Education and Welfare, 1977a). Individuals with higher educational levels are more likely to engage in additional learning experiences. Age is also a factor that influences participation rates. Rates of educational participation decline in the older age categories. This decline occurs even for those older persons with a high level of education. Consequently, older adults are the least likely to participate in continuing educational activities (Johnstone & Rivera, 1965; Okes, 1977; Riley & Foner, 1968; U.S. Department of Health, Education, and Welfare, 1977a).

Nevertheless, educators are optimistic that older people will be increasingly involved in educational activities. As stated earlier, future cohorts reaching the age of 65 will be better educated and consequently, more inclined to pursue continuing educational activities (Brotman, 1981). Birren and Woodruff (1973) further support the optimism of educators citing six reasons for the increased involvement of older persons in educational activities. These include the changing age structure of our society, the increasing educational level of future aging cohorts, the rapidity of social change, changing career patterns, the expanding role of women, and changing attitudes toward education.

Additionally, factors associated with educational institutions are influencing the participation rates of older people. For instance, their willingness to try nontraditional approaches, their recruitment of alternative clientele to offset declining enrollments, and their sincere desire to relate more closely to the needs of their clientele have had a positive impact on increasing the interest and participation of the potential market of older persons (Peterson, 1976).

Educational Needs

Education has a significant role to play in helping older persons adjust to their changing personal circumstances, enjoy their increasing leisure time, and cope better with the rapidly changing society in which they live. Frank (1955) describes the process of education for later maturity as one which helps older people to recognize their preconceptions and assumptions, analyze them critically, and finally, to

replace or change them in light of more current knowledge, insights, and understanding.

McClusky (1972) describes four categories of needs that older people have that can be addressed by education. They include coping needs, expressive needs, contributive needs, and influence needs. Coping needs refer to those minimum requirements that must be met so that adjustment can be made socially, physically, and psychologically. To meet these needs, educational resources can be used to address such areas as basic education, health, economic self-sufficiency, legal decisions, housing, family relationships, and leisure time. Expressive needs refer to the desire to participate in activities merely for their own sake. Interest in these activities is intrinsically motivated. Educational programs aimed at encouraging individual expression of talents and interests can help meet these needs. Older people also have a need to be of service and to contribute to others and the community. Educational efforts designed to provide older people with the opportunity to give their time, wisdom, expertise and assistance will help satisfy these contributive needs. Finally, older people have the need to be able to have an impact on their own personal circumstances as well as the circumstances in the world about them. These are called influence needs. Education can address these needs through programs that teach and encourage older people to become social change agents (McClusky, 1972).

Havighurst (1976) describes two basic aspects of education, instrumental and expressive, that are essential for lifelong learning. Instrumental education involves education for a goal that is outside the educational act which has the potential to change the learner's

situation. Expressive education involves obtaining satisfaction within the learning situation itself. Certain adult developmental tasks require instrumental education while other tasks are better served through expressive forms of education (Havighurst, 1976).

A study by Hiemstra (1972) suggests that educators should give special attention to courses and activities involving instrumental education. This study, involving a survey of the educational needs of 86 retired persons, revealed that older people have particular needs that can be met only through instrumental forms of education. Londoner (1971) described these needs as survival needs. It is the instrumental forms of education, not the expressive, that give older people the competencies necessary to survive in their later years. Educators need to become more aware of the importance of providing instrumental education to older persons so that they can acquire the skills and competencies necessary to address financial matters, health concerns, continued work opportunities, family relationships, and personal needs (Londoner, 1971).

Summary

Older people are a diverse segment of the population that is growing rapidly in numbers and also getting older as a group. They have less income than their younger counterparts with a rather high proportion falling in the near poverty category. However, some older people, such as those who have migrated to the Sunbelt, are economically comfortable. As a group, older adults feel good about their health but spend more money on health related problems than those who are younger. Older persons are capable learners with specific needs

that can be addressed through continuing education. Currently, they are less educated than the rest of the population and consequently less inclined to participate in adult educational activities. Nevertheless, educators are optimistic about the increasing potential of this market because of projected increases in their level of educational attainment.

The Community College Response

Institutions of higher education have been somewhat slow in responding to meet the educational needs of older people. Of these institutions, however, the community and junior colleges stand out as leaders in recognizing and responding to the older segment of our population. Generally, community colleges as community-centered institutions have gradually expanded their focus of attention to address the special needs of older people (Korim, 1974; Academy for Educational Development, 1974; Scanlon, 1978).

Involvement

Korim (1974), in reviewing programs offered by community colleges for older persons, identified seven basic groupings of services offered.

1. basic needs-oriented personal service
2. counseling and guidance services
3. informational or information-referral function
4. education and training opportunities
5. retirement planning and education services
6. recreational, social, and cultural activities
7. facilitative activities (pp. 58, 59)

Community colleges have varied in the extent of their responsiveness from providing a single service to offering a comprehensive program addressing almost all of the above areas.

An early survey of 1,137 community and junior colleges and technical institutes conducted by The American Association of Community and Junior Colleges (1974) revealed that a number of these institutions were involved in serving older adults. With 85% responding, it was found that two community colleges had state-supported multipurpose senior citizens centers, 103 colleges provided a wide variety of services for older persons, and another 322 offered at least a limited number of programs aimed at the older population.

Dib (1978) conducted a study of the special needs of older adults as related to 55 community colleges in Southern California. Through a review of the catalogs of these institutions, it was found that 19 offered special programs to meet the needs of older adults. Most of the programs offered were academic in nature.

Another California survey by Charles (1979) of 106 community colleges revealed a similar involvement. Of the 83 colleges responding 43% were offering classes or programs for older people.

Demko (1978) surveyed 29 Michigan community colleges in regard to their services provided for older adults. Of these, 20 had course offerings designed specifically for older people. Twenty-six had special admission, tuition or registration policies aimed at older persons.

In Texas, 16 community colleges participated in The Community College Program for Elderly Texans (Rappole, 1976), funded through state-allocated federal funds and local contributions. The majority

of the programs offered by the participating institutions involved activities that could be classified as recreational, social, or cultural.

Finally, a recent survey conducted by the Division of Community Colleges of the Florida Department of Education (1979) revealed a rather extensive involvement in programming for older persons. It was found that 23 of the 28 Florida community colleges offer special classes for older adults. One college reported that 90 classes per term were offered specifically for older people. Twenty-two colleges provided some kind of fee waiver for their older clientele. Examples of courses offered by Florida's Community Colleges include Wills, Trusts, and Estates; Planning for Later Years; Problems of Aging in Our Society; Seniors Use of Food; Sex After Fifty; Psychology; Personal Finance; Music Appreciation; Career Renewal; and Consumer Economics (Florida Department of Education, 1979).

Some Examples of Programs

A variety of educational experiences have been offered to older persons by community colleges. Following are brief summaries of several programs that have been provided.

North Hennepin Community College (Sugnet, 1976), in Minneapolis, developed a Seniors on Campus program in 1970. The initiation and continued development of this program have been due largely to an active involvement of senior citizens through a strong Senior Advisory Committee. Since 1970 over 3,411 older people have enrolled in this campus-based program.

Edison Community College (Damroth, 1979) in Fort Myers, Florida, created a "Talent Bank" of successful retired or semi-retired individuals that were available to share their talents, wisdom, and ideas with community college students and thus enrich their college experience. Individuals in the "Talent Bank" have been used in the classroom as guest lecturers, in career counseling, as part of a student lecture series, for community speaking engagements, and, as consultants to the college's administration.

Longview Community College (Birr, 1976) in Lee's Summit, Missouri, established an extension campus at John Knox Village, a retirement community with over 2,000 residents. Many of the residents and professional staff of John Knox Village were recruited to teach the variety of courses offered. Transportation was provided by the Village to older adults who reside outside the retirement community.

A seminar program entitled, "Tuesday Mornings at the Plaza" (Cohen & Frank, 1977), was developed by the Community College of Baltimore. This program consisted of seven different discussion sessions. These sessions were offered on seven Tuesdays in a theatre located in a shopping center that was a gathering area for large numbers of older persons. The seminars, led by outstanding authorities on the topics, were planned both as social and intellectual functions. The number of participants in the seminars grew from 40 to 50 older adults in the beginning to approximately 200 participants in the last seminar. Since this program, numerous other seminar series have developed throughout the Baltimore area.

Valencia Community College in Orlando, Florida, through its Institute of Lifetime Learning (Note 1), developed the TEL-ED Program for

senior citizens in the area. This program, co-sponsored by Orange and Osceola Counties Public Schools, offers a series of concise, three to four minute audio tapes on special topics to older people in a two-county area through toll-free TEL-ED numbers. The audio cassette tapes are produced in dialog format and answer specific questions in subject areas such as, information and resources, health and well-being, money-consumerism-energy, special interests and travel, and government-laws-taxes. Senior citizens serve on a volunteer TEL-ED tape review panel which critiques pilot tapes, screens suggestions, determines tape topics, secures resource people and approves the final master tapes.

Summary

Community colleges have been responding to the needs of older people. Admittedly, this response has been slow and somewhat limited. However, there has been a steady increase in the number of community colleges recognizing and serving the needs of older persons. Hopefully, future years will demonstrate an even greater commitment by these institutions to serve this growing segment of our population.

Recommended Guidelines for Program Development

In reviewing the literature regarding community college programming for older people several major studies were identified that offered recommended guidelines for program development. Following is a brief description of these studies. They serve as the primary sources for the general review of recommended guidelines that will be discussed in the next several pages.

The Academy for Educational Development conducted two national surveys of institutions of higher education (Never Too Old to Learn, 1974; Scanlon, 1978). The first survey involved a questionnaire mailed to more than 400 institutions of higher education with follow-up visits to 33 of the 296 responding institutions. The second survey was an effort to update and expand the information of the earlier study. In this survey, over 800 questionnaires were sent to colleges and universities throughout the country with approximately a 35% response rate.

Another extensive project, supported by the American Association of Community and Junior Colleges (1974), surveyed over 1,100 community and junior colleges across the country. The resultant document, Older Americans and Community Colleges: A Guide for Program Implementation (Korim, 1974), provided a comprehensive set of guidelines for use by educational practitioners.

The National Institute of Education (Glickman et al., 1975) supported a project involving a telephone survey of 150 community college administrators associated with programming for older people. Information from this survey and an extensive literature review was used to develop a program planning guide entitled, Community Colleges Respond to Elders: A Sourcebook for Program Development.

Finally, a detailed book of guidelines was produced as a result of a demonstration project carried out under the auspices of Bakersfield College in Bakersfield, California, from July, 1973, to October, 1974 (Carlson & Paine, 1974). This project was designed to test approaches and methods for providing direct educational opportunities to the aging. Its purpose was to create methods, procedures, and programs to better serve the educational needs of older persons, with the primary

objective of developing and testing a model for educational agencies to follow.

These studies have been carefully examined so that a general summary of recommended guidelines for developing programs for older people could be constructed. The guidelines established from these studies reflect practices and procedures found to be successful by many program practitioners. The following review is not intended to be exhaustive in detail but rather to provide a general framework of considerations that have been helpful in establishing successful educational programs for older people.

Institutional Commitment

Before attempting to initiate effective programs to meet the needs of older persons, it is essential to examine the internal characteristics of the institution. Korim (1974) identified some questions that should be answered:

Is an expanded role in aging consistent with the philosophy of the college?

Has the governing board of the college expressed interest in the needs of the elderly?

Is the college currently preparing manpower to work with the elderly?

What experience has the college had in working with the aging?

Are there service components that the college may expand or undertake without new resources?

Who on the staff and faculty has expressed interest or has had experience in working with the aging?

Is it possible for the college to reallocate resources to serve the needs of the elderly? (p. 91)

Commitment by the college administration to serving the educational needs of older people is essential for program success. It may be necessary to convince key college administrators, faculty, and the governing board that the college's responsibility involves establishing programs to serve the needs of an older population. Areas to investigate that could be used to enlist support for institutional commitment could include

1. other colleges that are doing programming for elders;
2. facts and figures about elders and education;
3. potential loss of younger students due to aging of general population (the "baby boom" bulge is moving upward);
4. humanitarian commitment;
5. professionals serving elders in the community; and
6. elders themselves (Glickman et al., 1975, p. 15)

Once institutional commitment is established, the college can begin to mobilize its resources toward the process of program development and implementation. The first action the college may want to take could be to appoint a full-time staff member to serve as director or coordinator of programming for older persons. This visible demonstration of institutional commitment would provide a person who would bring leadership and continuity to program development and implementation.

Assessing the Needs of an Older Clientele

The beginning point in the development of educational programs for older people is an accurate assessment of their needs, particularly as applied to the local area. A good background of statistical and local information regarding the needs and characteristics of older people can

provide a sound basis for determining appropriate programs. A study to identify specific information about the older population in the community could address such items as

- numbers by age
- numbers by sex
- numbers by ethnic group
- percentage of total population
- numbers by character of residence
 - a. residing with family
 - b. residing in isolation
 - c. residing in institution (by type of institution)
- numbers physically disabled
- numbers by income group
- numbers employed and unemployed
- areas of high and low density
- magnitude of needs (retirement information, nutrition, social services, cultural enrichment, transportation, basic education, day care, etc.)
- nature of manpower needed by community agencies working with the elderly (Korim, 1974, p. 92)

Much of this statistical information could be obtained through an examination of census reports, discussions with local committees or commissions on aging, reports by local Area Agencies on Aging, assistance by State Offices on Aging representatives, and contacts with other sources involved with programs or research connected with aging.

Data concerning the specific educational needs of older persons in the community may be obtained through informal methods such as discussions with groups of older people or key individuals in the community and/or through a more formalized survey instrument. Once data concerning the nature of the local population of older persons are

obtained, the institution must examine its resources and determine its level of involvement in programming to address the needs of this group. This should be a conscious, deliberate decision. An analysis of the identified needs in light of existing services available to meet each need category can point out critical gaps in the range of services offered. By identifying local agencies, groups or associations that are providing services to older people, the institution can better plan a program emphasis that would compliment and enhance the overall comprehensiveness of community programs and services for older people.

Establishing a Local Board

Early in the process of program development, it is of key importance to establish a planning board composed primarily of older persons in the community. This board, often called an advisory committee, can serve as a reliable source of community input about the local needs of the older population.

The advisory council is perhaps the most effective vehicle for receiving input from interested public agencies and private groups in the community maintaining linkages with key decision-makers, and influencing the formation of community priorities. (Korim, 1974, p. 101)

Members of the board should reflect adequate representation from significant segments of older people in the community. Some criteria to consider in choosing members include

- representation of different income levels
- equitable distribution of men and women
- representation of different age levels from 55 years on
- representation of working and retired elders
- representation for different geographical sections of the community

- representation of different types of living arrangements
- representation of institutionalized elders
- representation of different educational backgrounds
- representation of different minority and ethnic groups
(Glickman et al., 1975, p. 16).

A board of approximately 8 to 15 members could insure adequate representation while still being manageable as a working unit.

Administration must be willing to listen to the advisory group and work with them on an equal basis in all phases of program development. Some functions of the advisory group could involve addressing personnel training needs, direct services, staffing, resource development, community relations, needs-assessment, promotion of programs, and recruitment of faculty.

Determining Resources

Analyzing the availability of resources is another critical component of the program development process.

A major challenge in developing a program surfaces in making the most of available resources and seeking out new ones. Most college administrators face both a limited budget and either a part-time staff or no staff at all. (Glickman et al., 1975, p. 31)

Existing resources within the college should be identified. Local, state, and federal agencies need to be examined as potential resources. Public funds and private foundation monies may be available. Local public facilities could be used to provide space for programs. Additionally, local companies and businesses could be encouraged to provide support.

Another major resource available to support program efforts are older people themselves. Serving as volunteers, or on a paid basis,

they can perform a wide range of functions necessary for program success. Involvement of older people as resources in program development and implementation could also be viewed as a goal in itself.

Examples of how older persons might serve as resources include

- researching basic demographic and factual background on the community's elders

- assisting in community needs assessment, including distribution of needs assessment instrument and analysis of results

- recruiting students through talks to elderly groups, direct mailing to elders, and staffing information booths in senior centers or other areas where elders congregate

- originating publicity and communications by writing press releases and flyers for local newspapers and/or TV and radio stations; arranging appearances on local radio and TV community service programs

- serving as instructors and teachers

- approaching community groups and local industry for donations of materials, space, and/or funds

- approaching government agencies and private foundations, along with administrators, for funds

- collecting information on and developing liaisons with pertinent community groups and organizations

- developing car pools and working out transportation schedules

- assisting in writing proposals for program funds to appropriate agencies (Glickman et al., 1975, p. 32)

The existing services of associations and private organizations could become resources providing information and support. Trade unions, professional associations, public interest groups, foundations specializing in aging organizations, other colleges or universities and volunteer agencies all may have interests in certain aspects of aging. Efforts to establish linkages with these groups could result in a

pooling of resources and the establishment of a wide network of program support.

When determining the resources available to provide program support for older people, the community college should not overlook what can be done within its existing operational framework without new resources. Measures can be taken to accommodate older people without increasing demands on funds. With creative examination of existing practices, procedures, curriculum, and faculty and staff development programs within the institution, modifications could be made that would result in better services for older people. Furthermore, a college could establish new fiscal priorities through a reallocation of existing resources to address the educational needs of older people.

A related factor in a community college's search for resources will be its level of involvement in programming. A decision by the institution concerning this point, early in the process, will provide direction concerning the amount of resources required.

Selection of Program Areas

Institutional involvement in programs and services for older people will depend upon the needs of its clientele, level of institutional commitment and the availability of resources. Glickman et al. (1975) identified five general categories in which community college programming for older people can be grouped. These include enrichment, retirement planning, second careers, advocacy, and services. Well-rounded programs might include the first four categories, with direct social services (category five) being offered only in special circumstances. With limited budgets and resources colleges could

choose to focus their efforts on one or two areas or to develop a program with limited aspects of each area. Some program areas may already be addressed by other community agencies. Identification of these efforts can help avoid program duplication.

Careful planning is necessary when choosing program content. Because of the diversity of the older population, it is likely that a wide selection of educational experiences would attract more participants. Constant experimentation and evaluation is necessary to keep pace with the learning needs of an older clientele. Program development will require open and continuous communication between college staff and program participants.

Insuring Program Effectiveness: Strategies

While the literature cautions against making generalizations about older people, there are certain characteristics shared by numbers of older persons that program planners need to consider to assure maximum program effectiveness. Some of these include

- limited mobility either from personal, physical limitations or lack of transportation
- fear and/or apprehension about "returning to school" and competing with younger people
- knowledge and wisdom gained through years of experience
- lack of awareness of the community college as a potential resource (Glickman et al., 1975, p. 29)

These characteristics will have definite implications for planning such things as recruitment techniques, teaching style, location of programs, facilities used, and types of supportive services. In order to achieve successful programs, educators will have to be sensitive to the unique

characteristics of older people when developing program strategies. Below is an account of some strategies that have been successful.

Recruitment. It will be necessary to "sell" the college as a resource that can meet the needs of older people. Older people may have a narrow perception of education and may not be familiar with the purpose of the community college. An intensive campaign to re-educate older people in the community about the benefits that can be provided by a community college will be necessary.

In addition to using typical methods of advertising special programs for older people, efforts can be made to employ techniques that may be more successful for an older clientele. The use of newsletters or bulletins of local clubs to which older people belong, personal mail-outs directly to older people, direct contact with prospective participants in their homes, places of employment or gathering areas are a few examples. Reducing the perceived threat of participating in college programs and demonstrating the usefulness of the college as a resource are important goals to consider when recruiting older persons.

Program location. When determining the location of various programs for older adults, certain considerations are important. Programs located in facilities convenient to places where older people live or frequent have a better chance for success. Off-campus facilities such as churches, senior citizen centers and centrally located public buildings are examples of locations that would be familiar to an older clientele. Accessibility is also an important factor. Facilities located near public transportation lines would be more accessible to older people with transportation problems. Scheduling activities on

first floor levels will also remove barriers for those with physical limitations. Choosing locations that require a minimum of effort to reach is important to program success. On-campus programs are a possibility if care is given to possible problem areas such as transportation, fear of campus environment, and the accessibility of campus facilities to those individuals with physical limitations.

Instructional considerations. Methods for presenting learning experiences to an older clientele may differ somewhat from conventional techniques. Recognition of the depth of experiences older adults bring to a learning situation will promote instructional techniques that will encourage the combined use of knowledge and resources available from both the teacher and the older students. The seminar or workshop format is one successful method that is recommended to achieve an open exchange of ideas. Classes and instructors need to be flexible to allow for irregular or short-term attendance. Classes reflecting an open entrance/exit philosophy might better serve the needs of an older population. Daytime classes seem to be successful, with afternoon times having first priority and morning times, second.

Faculty selected to teach various courses must be sensitive to the unique needs of older people and be in agreement with the previously mentioned instructional philosophy. Retired professionals can be an excellent source for faculty members. Younger faculty are not excluded but it is essential that they be able to relate to the older learner. Inservice training (i.e., learning about aging) is one way to assure faculty effectiveness.

Supportive services/procedures. As much as possible the college should try to eliminate administrative policies which create barriers to potential older participants. Registration procedures/forms could be simplified. Tuition costs could be reduced or eliminated. Access to college events could be free or at a reduced rate. Special on-campus parking could be provided.

Depending on the level of institutional commitment and the availability of resources, numerous supplementary services could be provided. One study (Academy for Educational Development, 1974) found that the services most often provided to older students included academic counseling, information and referral, and cultural activities. Other less frequent services were job placement and health. Another service might involve providing solutions to the transportation problem many older people face. Making bus transportation available or coordinating a system of shared rides are examples of how some colleges have reduced this barrier to participation.

Evaluation

A key component to any program development process is evaluation. Program planners should incorporate an evaluation plan into all aspects of the program development process to provide continuous feed-back as to its effectiveness. The nature of the curriculum, desirability of location sites, scheduling of class times and faculty effectiveness are but a few of the areas that need constant evaluation to insure continued program success.

Summary

It should be mentioned that these guidelines, synthesized from the previously mentioned sources, apply mostly to program efforts necessary to meet the educational needs of a special group of older people. It is recognized that a number of older people familiar to the educational setting may fit easily into traditional educational activities already available. The above-mentioned guidelines are geared to the development of programs for those who may not be as comfortable with the college experience. It is this special group, not prone to educational participation, that requires special attention.

The experience of institutions of higher education surveyed by the Academy for Educational Development (Scanlon, 1978) indicated five basic requirements for program success. These serve as a concise summary of what has been discussed.

1. A firm commitment on the part of the faculty, administration, and trustees that the program is not only worth undertaking but also that it merits a priority that will enable it to function as an integral part of the institutional mission, and not merely as a perfunctory gesture to the elderly.
2. The enthusiastic support and participation of key people in the community who know the needs, problems, and aspirations of older people from first-hand experience.
3. Careful academic and financial planning.
4. The development of a two-way communication system that will facilitate the flow of ideas, information, and advice from the college to the people it hopes to serve, and from this constituency back to the college.
5. A lot of hard work. (Scanlon, 1978, p. 35)

Chapter Summary

The related literature reviewed in this chapter is intended to make the following general points:

1. The older segment of our population is a large, diverse, and growing group which has certain characteristics, needs, and interests that must be considered by educators.

2. Community colleges are, in numerous instances, responding to meet the educational need of older people. However, this group will demand greater attention in the future.

3. Several studies have been conducted in regard to existing practices used by institutions of higher education that have developed educational programs for older persons. These studies have resulted in a number of suggested guidelines that can be considered by other educational institutions when developing programs to meet the educational needs of older people.

Chapter III presents the methodology for conducting this investigation. Specifically, the procedures used for the identification of recommended guidelines for developing educational programs for older persons, the development of the survey instrument, the survey investigation and the follow-up interviews are discussed.

CHAPTER III RESEARCH METHODOLOGY

This study was descriptive-analytical in nature. The purpose of this investigation was to identify both current and recommended guidelines for community colleges in determining the allocation of their resources to meet the educational needs of older persons. This chapter presents the methodology used for the (a) identification of recommended guidelines for developing programs to meet the educational needs of older persons; (b) development of the survey questionnaire; (c) survey investigation; and (d) follow-up interviews.

The Recommended Guidelines

In order to establish a background relative to older adults and the development of educational problems for them in the community colleges, literature was reviewed from 1965 to the present. An ERIC search was conducted using "older adults" and "community or two-year colleges" as key descriptors. Furthermore, related studies were identified through a manual search of Dissertation Abstracts. As a result of this literature review several major studies were identified that offered guidelines for the development of educational programs for older persons. Based upon an intensive analysis of these studies, a list of recommended guidelines for program development was compiled. These guidelines were then examined for duplication, and finally,

synthesized into one comprehensive list of 54 recommended guidelines for developing educational programs for older adults.

Survey Questionnaire

The format of the survey questionnaire (see Appendix A) involved two parts. Part I was designed to determine institutional involvement in programming for older persons. The following three questions were asked:

1. Does your institution provide classes or programs specifically for older persons?
2. Has your institution offered, but discontinued recently, such classes or programs for older persons?
3. Does your institution have any classes or programs for older people in the planning stages?

If a "yes" was indicated to any of these questions, Part II was to be completed.

The recommended guidelines that were identified in the literature review were used as the basis for developing Part II of the survey questionnaire (See Appendix A). These guidelines were reviewed and then grouped under the following general guideline statements:

1. establish institutional commitment to serving the educational needs of older persons
2. provide adequate support staff for programming efforts
3. assure reliable input from older people in the community
4. collect data concerning older people in the community
5. develop a plan
6. analyze resources

7. modify college policies/procedures to better serve older persons

8. develop effective recruitment/advertising strategies

9. provide easy access to programs

10. use effective instructional strategies

11. assure on-going communication and evaluation of programs

For each specific guideline statement a yes/no response was available so that the individual completing the survey questionnaire could indicate (a) if the specific guideline was viewed as important, and (b) if this guideline was part of the program development process at that individual's institution (see Appendix A). Part II of the survey questionnaire served two purposes: (a) to determine the extent of institutional agreement with the recommended guidelines; and (b) the extent to which these guidelines were being followed by that institution in the development of its educational programs for older persons. It was assumed that the individual completing the survey questionnaire represented the institution's viewpoints. Space for additional comments or guidelines was also provided (see Appendix A).

Survey Investigation

The target population for this investigation included the 28 public community colleges in Florida. The mailing address of the president of each community college was obtained from the Office of the President at Valencia Community College (see Appendix B). A cover letter (see Appendix C) was developed to accompany each survey questionnaire. The cover letter was sent to each of the 28 community college presidents. It provided a brief background concerning older

people in Florida, an explanation of the purpose of the investigation, and finally, a specific request that the attached survey questionnaire be delivered to the person at that institution best suited to provide information relative to educational programming efforts specifically for older people. It was felt that a higher completion rate would be achieved if the survey questionnaires were routed from the presidents' offices. The cover letter was on Valencia Community College letterhead and signed by the writer, the President of Valencia Community College, and the Director, Center for Community Education, University of Florida (see Appendix C).

The cover letter and the attached survey questionnaires were mailed to each of the community college presidents on October 5, 1981. A request was made to return the completed questionnaire no later than October 26, 1981. A self-addressed stamped envelope was included to promote quick returns. Persons completing the questionnaires were asked to indicate their name, title, and the institution where they were employed.

Follow-up Interviews

Interview Guide

An interview guide (see Appendix D) was constructed containing both close-ended and open-ended questions. The guide was organized into four sections. The first section was introductory in nature involving the name and background of the interviewer, and a description of the investigation (see Appendix D). The second section was designed to establish the credibility of the interviewee and to demonstrate the

institution's involvement in programming for older persons (see Appendix D). The following questions were asked:

1. What is your official position at the college?
2. Does your position include the responsibility for programming for older persons? If yes, explain.
3. Have you had a personal involvement in programming for older persons?
4. Do you feel you have knowledge in this area?
5. What was the major impetus behind the initiation of your programs for older persons? (i.e., grants, special interest of an administrator, demand by older people)
6. How long has your institution been involved in programming for older people?
7. Could you describe some of the programs you have available?

The purpose of the third section of the interview guide was to check if the individuals' responses to certain items on the survey questionnaire were consistent with their responses to those same items during a personal interview situation. Ten guidelines from the survey questionnaire were selected to be included in the interview. Numbers were given to each of the guidelines on the survey questionnaire and a table of random numbers was used to select the guidelines to be included in the interview guide. The responses of the individuals to these items during the interviews were then compared to their responses to those same items on the survey questionnaire that they had completed earlier in the investigation (see Appendix D).

The fourth section of the interview guide was organized into two parts. Each part was designed to explore the interviewees' thoughts

about the aggregate responses of those surveyed to specific items on the questionnaire. The first part in this section followed up on those guidelines that received a rating of "important" by less than 75% of the institutions responding. Interviewees were given both the actual number and percentage of institutions that rated each guideline in this category as "important" and were then asked why they thought each guideline received the rating it did (see Appendix D). The purpose of this part was to ascertain possible explanations as to why a specific guideline that was recommended by the literature was not viewed as "important" by 75% or more of the institutions.

The second part in section four explored the interviewees' thoughts concerning those guidelines that were identified as being important by 75% or more of the institutions but were actually practiced by less than 75% when developing programs for older persons. After each guideline in this category was read to the interviewees, they were asked to give their thoughts about possible reasons or factors that might explain why these guidelines were followed by less than 75% of the institutions responding (see Appendix D). The purpose of this portion of the interview was to utilize the expertise of the practitioners being interviewed to gain insight into current practices of the institutions when developing programs for older persons that were not in line with the guidelines recommended by the literature.

Population Interviewed

The follow-up interviews were scheduled at five of the community colleges with the same individuals who had completed the original survey questionnaire. The selection of the five community colleges was

based upon the recommendations of individuals who had an awareness of community college programs for older people throughout the state of Florida. The positions of the individuals contacted included

1. Project Director for the Florida Council on Aging
2. Coordinator of Adult-Continuing Education and Community Services, Florida Department of Education, Division of Community Colleges
3. Supervisor, Post-Secondary Education and Policy Units, Office of the Commission of Education, Florida Department of Education
4. Education Consultant in Adult and Community Education, Florida Department of Education
5. Director, Institute of Government, State of Florida Administrator of Title I, Higher Education Act

Each individual was contacted by phone and asked to identify at least five community colleges that they felt had well-established educational programs for older people. An attempt was made to schedule the follow-up interviews with individuals at the five most frequently suggested community colleges. Because of a difficulty in scheduling one of the community colleges, the next most frequently suggested college was substituted. The community colleges selected and the positions of the individuals interviewed were

1. Daytona Beach Community College--Coordinator, Continuing Education and Community Services
2. Florida Junior College--Director, Continuing Education
3. Santa Fe Community College--Dean for Community and Evening Programs

4. Seminole Community College--Director, Adult and Continuing Education

5. Valencia Community College--Director, Community Instructional Services/Institute Lifetime Learning

Follow-up Interviews

Several practice interviews using the interview guide were conducted until the investigator felt comfortable with the interview format. A time constraint of one hour was kept in mind when developing the interview guide and care was given to keep within this time parameter during the practice sessions. It was felt that by limiting the interview sessions to one hour, possible inconveniences to the interviewees could be reduced.

Each person to be interviewed was contacted and requested to allow one hour of uninterrupted time for the interview session. Each individual was told that the purpose of the interview session was to gain their insight into certain results that had been obtained from the survey questionnaire. The interview sessions were tape-recorded to ensure that the responses of the interviewees would be accurately noted.

Summary

Several major studies concerning the development of educational programs for older persons at colleges and universities were identified and reviewed. From a careful analysis of these studies a comprehensive list of recommended guidelines for developing programs for older people was compiled. These guidelines were included in a survey questionnaire that was completed by individuals who had responsibility for

programming for older people at Florida's 28 public community and junior colleges. Individuals completing the survey questionnaire were asked to indicate if they felt the recommended guidelines were important, and also, if these guidelines were part of the program development process at their institution.

Five follow-up interviews were scheduled with individuals who had previously completed the survey questionnaire. These individuals were selected because their institution had been recommended by persons knowledgeable about educational programming for older people in Florida's community colleges. The purpose of the follow-up interviews was to gain the insight of the practitioners concerning specific results of the survey questionnaire that merited further investigation.

In the following chapter, the results of the research investigation are presented and discussed. The extent to which Florida's community and junior colleges support the recommended guidelines set forth in the survey questionnaire and the current practices of these institutions in the development of their educational programs are reviewed. Also, the comments obtained from the community college practitioners interviewed during the follow-up phase of the research investigation are reported. Specifically, their reactions to certain results obtained from the survey investigation are provided to shed additional light on possible factors that may have influenced the responses of those surveyed to select guidelines on the questionnaire.

CHAPTER IV PRESENTATION AND DISCUSSION OF RESULTS

Introduction

The results presented in this chapter will address the following general purposes: (a) to describe the extent of support of the recommended guidelines for developing educational programs for older persons by Florida's public community and junior colleges; (b) to describe current practices of Florida's public community and junior colleges in the development of educational programs for older persons relative to the recommended guidelines; and (c) to report the comments and reactions of several community college practitioners to the findings of certain select items on the survey questionnaire.

The descriptive results obtained from the survey are based upon the responses of the 24 institutions completing the entire questionnaire. Three of the 28 colleges surveyed did not respond and one college completed only Part I of the questionnaire indicating no involvement with programming for older people. The report of the comments and reactions of the community college practitioners is based upon follow-up interviews with these individuals at five recommended institutions.

The chapter is organized into the following general categories: (a) presentation and discussion of survey results; (b) report of comments and reactions of community college practitioners; and (c) summary.

Presentation and Discussion of Survey Results

Part II of the survey questionnaire was completed by 24 of the colleges. This section contained 54 recommended guidelines organized into 11 general categories (see Appendix A). Respondents were asked to indicate if they believed a guideline was important and, secondly, if that guideline was part of the program development process at their respective institutions. Consequently, the responses to Part II of the survey questionnaire reflect institutional support of the recommended guidelines and actual institutional practices relative to these guidelines in the development of their programs for older people. Following is a presentation and discussion of the results obtained from Part II of the survey questionnaire.

Table 1 presents the responses of the institutions to each of the guidelines in the first general category. Four of the six guidelines in this category received the support of 100% of the responding institutions. Enlisting the support of the governing board (1.2), the president (1.4), and key college administrators (1.5), not only had support in belief but had strong support in practice. Although identifying supportive faculty and other staff (1.6) was believed to be important by all of the institutions, only 79% indicated a willingness to follow these guidelines. While this still reflects substantial support, in practice, it could indicate that institutions place a higher priority on obtaining the support of the governing board, president, and key administrators rather than other staff members who may have less influence. The remaining guidelines in this category dealt with developing a philosophical base within the institution consistent with serving older persons (1.1) and developing a written policy statement

(1.3). Each received strong support (96% and 88% respectively). However, institutions were far more likely to deal at the philosophical level in practice (88%), than to commit themselves to a written policy statement (67%).

Table 1

Summary of Institutional Responses to Guidelines in General Category, Establish Institutional Commitment to Serving the Educational Needs of Older Persons

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|-----------------------------------|-----------------------------------|
| 1.1 Develop philosophical base within the institution that is consistent with serving an older population | 96 (23) | 88 (21) |
| 1.2 Assure that the governing board recognizes and supports the responsibility to serve older persons | 100 (24) | 88 (21) |
| 1.3 Develop a written policy statement regarding the institution's involvement with older persons | 88 (21) | 67 (16) |
| 1.4 Enlist the support of the president | 100 (24) | 92 (22) |
| 1.5 Enlist the support of key college administrators | 100 (24) | 92 (22) |
| 1.6 Identify faculty and other staff who are supportive | 100 (24) | 79 (19) |

Table 2 summarizes the institutional responses to guidelines included in the general category dealing with providing support staff for educational programming efforts. Institutions supported identifying and employing interested faculty sensitive to the needs of older persons (2.3), the most strongly in this category both in belief (100%) and practice (88%). While 88% thought it was important to provide inservice training for faculty and staff (2.4), this guideline did not

have strong support in practice (58%). One explanation for this discrepancy between belief and practice could relate to the strong support they indicated for hiring faculty sensitive to the needs of older persons. If institutions are careful in the selection of their faculty, there may not be a perceived need to provide further inservice training. All but one of the institutions surveyed (96%) indicated agreement with the use of older people as volunteers or paid staff (2.2) but did not demonstrate nearly as strong support in actual practice (71%). Practitioners involved with programming for older people may not be willing to invest the time necessary to identify and train older volunteers even though they recognize the important contributions they can make to their programs.

Table 2

Summary of Institutional Responses to Guidelines in General
Category, Provide Adequate Support Staff
for Programming Efforts

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 2.1 Appoint a director or coordinator of programming for older persons | 83 (20) | 71 (17) |
| 2.2 Promote the use of older people in the community as volunteers or paid staff | 96 (23) | 71 (17) |
| 2.3 Identify and employ interested faculty who are sensitive to the needs of older persons | 100 (24) | 88 (21) |
| 2.4 Provide inservice training for faculty and staff involved in programming | 88 (21) | 58 (14) |

Appointing a director or coordinator of programming for older persons (2.1) received support from 83% of the responding institutions but was the lowest in the category. In actual practice, 71% indicated

they followed this guideline in the development of their programs. Some institutions may not have the financial resources necessary to hire a full-time director responsible only for programming for older persons. This task may fall under an administrator who has additional areas of responsibility. It also seems likely that the size of an institution's programs for older people would impact its staffing patterns.

Table 3 shows the responses of the institutions to each of the guidelines in the third general category of the survey. While institutions generally support (75%) the concept of establishing a planning/advisory committee composed of older persons (3.1), they are not nearly so willing to do this as part of their program development process. Establishing and maintaining communication links with key individuals from the older population (3.2) received strong support both in belief (100%) and practice (92%). Although the surveyed institutions agreed in principle with advisory committees (75%), they were more inclined to follow the less formal means of obtaining input and direction from older persons indicated in guideline 3.2.

Table 4 gives a summary of the institutional responses to the guidelines in the general category of collecting data concerning older people in the community. All of the surveyed institutions agreed with the importance of identifying existing services/programs for older people (4.3), determining gaps between these services, and the needs of older people (4.4) and establishing links with agencies that could provide expertise and information about older people (4.5). All but one of the responding institutions (96%) indicated agreement with determining needs (4.2). The largest gap between belief and practice,

Table 3

Summary of Institutional Responses to Guidelines in General
Category, Assure Reliable Input from Older People
in the Community

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|---|---|
| 3.1 Establish a planning/advisory committee composed primarily of representative older people in the community | 75 (18) | 58 (14) |
| 3.2 Establish and maintain communication links with key individuals from various segments of the older population | 100 (24) | 92 (22) |

Table 4

Summary of Institutional Responses to Guidelines in General
Category, Collect Data Concerning Older People
in the Community

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 4.1 Establish a demographic profile (i.e., numbers by age, sex, ethnic group, residence, income, employment status) | 83 (20) | 79 (19) |
| 4.2 Determine needs (i.e., transportation, basic education, enrichment, second career, retirement education, social services, nutrition) | 96 (23) | 71 (17) |
| 4.3 Identify existing services/programs provided for older people in the community | 100 (24) | 79 (19) |
| 4.4 Determine gaps between current services/programs and the needs of older persons in the community | 100 (24) | 88 (21) |
| 4.5 Establish communication links with agencies that have expertise and information about older people | 100 (24) | 88 (21) |

however, occurred with this guideline. Institutions do not seem to be as inclined to spend their time and resources conducting needs assessments as they are to work with the existing services/programs and other agencies dealing with older people. Perhaps a sufficient feel for the needs of older people is obtained through these existing networks making an independent needs assessment less warranted. The least amount of support (83%) of the guidelines in this category was given to establishing a demographic profile (4.1). There was very little discrepancy between institutional support of this guideline (83%) and institutional practice (79%).

As can be seen in Table 5, institutions are quite supportive of those guidelines related to the planning process. All of the guidelines in this category received the support of 92% or more of the institutions responding. Although institutional practices relative to these guidelines were somewhat less strong, they were fairly substantial for all of the guidelines except the one dealing with deciding the level of involvement (5.1). Only 67% (16) of the institutions indicated they made a conscious effort to decide their level of involvement in programming for older persons during the planning stages. In an ideal situation with no funding limitations, institutions might indicate a stronger commitment to following this guideline. However, with existing funding restrictions, it seems more likely that the level of institutional involvement with programs for older persons will not be determined in the initial planning phase but rather evolve from the year-to-year funding practices of both the state and the institution.

Table 5

Summary of Institutional Response to Guidelines in General
Category, Develop a Plan

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 5.1 Decide what level of involvement | 92 (22) | 67 (16) |
| 5.2 Select curriculum/programs that address identified needs and interests of older persons in the community | 96 (23) | 79 (19) |
| 5.3 Determine staff requirements | 96 (23) | 79 (19) |
| 5.4 Determine program cost | 96 (23) | 83 (20) |
| 5.5 Identify necessary physical require- ments (i.e., facilities, equipment, location) | 92 (22) | 83 (20) |
| 5.6 Develop strategies for implementation | 92 (22) | 79 (19) |

Institutions demonstrated strong agreement with the importance of most of the guidelines set forth in Table 6. Although 20 (83%) of the institutions supported the establishment or justification of new fiscal priorities (6.7), it received the lowest support of the guidelines in this category. In practice, only 38% of the institutions surveyed indicated they actually tried to reallocate existing resources to support their aging programs. Seeking new funding support seems to take considerable precedence over the reallocation of existing resources. Additionally, institutions are much more likely to focus their attention to known resources available through state funding (96%), established institutional support (96%), grants (75%), the community (83%) and cooperative linkages with other agencies (88%). They are not as comfortable with the role of exploring new sources for

funding (58%), reviewing supportive alternatives that require no additional funds (67%) or changing established budgetary practices by reallocating existing institutional resources (38%).

Table 6

Summary of Institutional Responses to Guidelines in General
Category, Analyze Resources

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 6.1 Determine existing state support (i.e., CIS funds) | 100 (24) | 96 (23) |
| 6.2 Examine existing institutional support (i.e., courses, facilities, interested staff/faculty, funding) | 100 (24) | 96 (23) |
| 6.3 Determine feasibility of grant support (i.e., local, state, federal) | 92 (22) | 75 (18) |
| 6.4 Identify existing resources within the community and determine their potential for serving older persons | 100 (24) | 83 (20) |
| 6.5 Explore new sources for funding (i.e., industry, local business, private foundations) | 88 (21) | 58 (14) |
| 6.6 Review supportive alternatives that do not require new funds (i.e., emphasize concept of aging in existing courses, student projects in aging area, aging emphasis in staff development) | 96 (23) | 67 (16) |
| 6.7 Establish/justify new fiscal prior- ities that will result in a reallo- cation of existing resources to support aging programs | 83 (20) | 38 (9) |
| 6.8 Develop cooperative linkages with other agencies, associations, groups, institutions serving older persons | 96 (23) | 88 (21) |

Table 7 summarizes the responses of the institutions to the guidelines related to modifying college policies/procedures to better serve older persons. Individuals completing the survey questionnaire

indicated they felt it was important to provide reduced or free tuition to older persons (92%) and, in fact, practiced this guideline (88%). However, they did not generally support the notion of actively promoting financial aids. This guideline received, by comparison, very little support both in belief (46%) and practice (33%). Simplifying admission/registration procedures was viewed as important by 83% of the institutions with 71% indicating this was done at their institution.

Table 7

Summary of Institutional Responses to Guidelines in General
Category, Modify College Policies/Procedures
to Better Serve Older Persons

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|---|---|
| 7.1 Provide reduced or free tuition | 92 (22) | 88 (21) |
| 7.2 Promote financial aid | 46 (11) | 33 (8) |
| 7.3 Simplify admission/registration procedures | 83 (20) | 71 (17) |

The surveyed institutions clearly support the recruitment/ advertising strategies delineated in Table 8. Each of the guidelines in this category was supported by 92% or more of the responding institutions. Institutional practice of the guidelines was consistent with the support indicated for the guidelines dealing with identifying target populations (8.1) and using traditional advertising media (8.3). Institutions were not quite so strongly inclined to promote the relevance of institutional mission to older persons (75%) or use specific advertising techniques geared toward older persons (79%).

Table 8

Summary of Institutional Responses to Guidelines in General
 Category, Develop Effective Recruitment/
Advertising Strategies

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|---|---|
| 8.1 Identify target populations | 96 (23) | 88 (21) |
| 8.2 Promote relevance of institutional mission to older persons | 96 (23) | 75 (18) |
| 8.3 Use traditional advertising media (i.e., television, radio, newspapers, brochures) | 92 (22) | 92 (22) |
| 8.4 Employ advertising techniques appropriate for older persons (i.e., newsletters, or bulletins of local clubs to which older people belong, direct mail-outs, personal contacts in homes, gathering places) | 92 (22) | 79 (19) |

As Table 9 demonstrates, respondents indicated strong support and sensitivity to the needs of older people in regard to the accessibility and comfort of the facilities used for program offerings. All of the institutions indicated support for using convenient locations (9.1), scheduling program activities on first floors (9.2), providing a comfortable class environment (9.3) and using facilities accessible to persons with physical limitations (9.5). Institutional practices relative to these guidelines were also in line with their beliefs. Institutions were not as concerned with eliminating on-campus barriers to older people. Seventy-five percent indicated support for this guideline and only 54% said they included it in their program development process. The strong support in belief and practice given to choosing more accessible off-campus locations for program offerings may, in

effect, reduce the need to address possible on-campus barriers to older people. This same point has merit relative to the issue of providing or coordinating transportation to locations difficult to reach (9.6). Respondents did not indicate strong support for this guideline either in belief (67%) or practice (33%). If care is given to selecting convenient locations that are not difficult to reach, the importance of following these guidelines may become a moot issue. If the respondents are choosing locations near existing transportation lines as indicated (9.1), they are, in effect, solving the problem of transportation.

Table 9

Summary of Institutional Responses to Guidelines in General
Category, Provide Easy Access to Programs

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|---|---|
| 9.1 Use convenient locations (i.e., near residents, shopping areas, transportation lines) | 100 (24) | 92 (22) |
| 9.2 Schedule program activities primarily on first floors | 100 (24) | 96 (23) |
| 9.3 Provide comfortable class environment | 100 (24) | 96 (23) |
| 9.4 Eliminate on-campus barriers (i.e., provide special parking) | 75 (18) | 54 (13) |
| 9.5 Use facilities accessible to persons with physical limitations | 100 (24) | 96 (23) |
| 9.6 Provide or coordinate transportation to locations difficult to reach | 67 (16) | 33 (8) |

Table 10 presents the responses of the institutions to the guidelines dealing with using effective instructional strategies. Responses to the guidelines in this area demonstrate considerable institutional agreement with their importance with no less than 88% showing support

for each guideline. While the percentage of respondents actually following each of the guidelines in Table 10 is somewhat lower, there is still substantial support demonstrated. Institutions were the least inclined to provide instructional formats that allowed older students to enter or exit a course at will (75%). The perceived problems associated with administering an open entrance/exit program may have more influence upon an institution's willingness to provide this type of course format more so than a disagreement with the philosophy behind it.

Table 10

Summary of Institutional Responses to Guidelines in General
Category, Use Effective Instructional Strategies

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 10.1 Use teaching techniques that recognize the depth of experiences that older persons bring to a learning situation (i.e., small group discussion, seminar workshop) | 96 (23) | 83 (20) |
| 10.2 Use instructional media that recognizes possible physical limitations of older persons (i.e., adequate lighting, multiple media, larger print) | 96 (23) | 83 (20) |
| 10.3 Determine most convenient times to offer classes/programs | 92 (22) | 33 (20) |
| 10.4 Provide instructional format that reflects open entrance/exit philosophy | 88 (21) | 75 (18) |
| 10.5 Employ faculty who are sensitive to the needs of older persons | 88 (21) | 79 (19) |

As Table 11 indicates, there was strong support given to the guidelines associated with obtaining feedback from program participants and assuring an on-going evaluation process. While institutional

practices relative to these guidelines are generally consistent with their indicated beliefs, there were two guidelines with gaps between institutional belief and practice. All of the respondents indicated support for assuring open continuous communication between program planners and program participants (11.1) but in practice, 83% actually followed this guideline. Determining the cost effectiveness of programs/classes (11.3) received support from 96% of the institutions with 79% indicating this was part of their program development process. With the strong concern demonstrated for using convenient locations for course offerings (Table 9), and evaluating these locations, it is likely that courses/programs offered by an institution are available in a variety of locations throughout its community. Although the respondents may view assuring open, continuous communication between program planners and program participants positively, some may have difficulty purely from a logistical standpoint maintaining this contact.

Table 11

Summary of Institutional Responses to Guidelines in General Category,
Assure On-Going Communications and Evaluation of Programs

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 11.1 Assure open, continuous communication between program planners and program participants | 100 (24) | 83 (20) |
| 11.2 Evaluate curriculum/program emphasis | 96 (23) | 92 (22) |
| 11.3 Determine cost effectiveness of programs/classes | 96 (23) | 79 (19) |
| 11.4 Evaluate program logistics (i.e., scheduling, facilities, locations) | 96 (23) | 92 (22) |
| 11.5 Evaluate faculty effectiveness | 96 (23) | 88 (21) |

Although strong support was indicated for determining the cost effectiveness of various programs or classes offered, the gap between support and actual practice might partially be explained by exploring the management information systems that are available to an institution. It may be that some of the responding institutions lacked the technical support system necessary to provide on-going data relative to program or course cost effectiveness.

Comments and Reactions of Community College Practitioners

Background Information

Five community colleges were selected for the follow-up interview phase of the investigation. Individuals who had completed the initial survey questionnaire at each institution were chosen for the follow-up interviews. Following are brief summaries of the background information obtained during the first part of each interview session.

Daytona Beach Community College (Daytona). The Coordinator, Community Instructional Services and Recreational and Leisure Time Courses, was interviewed at Daytona Beach Community College. She has direct responsibility for planning and offering courses and programs for older people. Enrollment of older persons in these programs has exceeded 7,000 per year. The interviewee indicated that she felt she had personal knowledge of programming for older persons, having worked in this area part time and full time for approximately six years.

It was stated that Daytona Beach Community College, as a comprehensive college, has recognized the need and responsibility to provide programs for older persons since its inception approximately 20 years ago. Numerous courses for older adults have been offered within the

general areas of arts, crafts, dance, food/nutrition, general education, health and exercise, hobbies, music, parenting, personal and economic affairs, practical skills development, recreation, self-improvement, and sewing.

Florida Junior College (Jacksonville). The follow-up interview at Florida Junior College was conducted with the Director, Continuing Education. This individual had the responsibility for all senior adult programs at that institution. She has personal involvement and knowledge in the area of programming for older persons as a facilitator of numerous seminars offered for this population and through her close association with the National Council on Aging.

The interviewee indicated that the initial impetus behind the institution's involvement with programming for older persons included the special interest of an administrator, deliberate changes in the direction and function of Florida Junior College's Downtown Campus, the recognition of the increased concentration of older people in the area, and finally, the desire to tap this new market.

Florida Junior College through its Downtown Campus has been actively involved with programming for older persons for approximately seven or eight years. Some courses that have been offered during this time include Afro-American History, Assertiveness Training, Bible History, Career Planning, Clothing Construction, Community Orchestra for the Aging, Creative Activities in the Nursing Home, Stress Management, Understanding Your Aging Parent, Pre-retirement Planning and many others.

Santa Fe Community College (Gainesville). The follow-up interview at Santa Fe Community College was conducted with the Dean of Community and Evening Programs. This individual has been involved with the area of programming for older persons for seven years. He has served as a resource in the selection of teachers for older adult courses and has taught numerous courses in the local nursing homes.

The institution became involved, initially, with programming for older adults through grant monies. This support was continued because of the institution's interest in strengthening its outreach efforts to the surrounding community. Santa Fe Community College has formed a strong alliance with the Older Americans Council located in Gainesville. Together they have offered over 80 different courses for older persons in the last year.

Seminole Community College (Sanford). The Director of Adult and Continuing Education was interviewed at Seminole Community College. This position included the indirect responsibility of providing programs for older persons through the supervision of Community Instructional Services (CIS) funds and the non-credit leisure time programs offered through adult education. The interviewee indicated that he had personal involvement and knowledge in the area of programming for older people. He has worked personally with older adults through off-campus recreational programs, as a volunteer coordinator for older adult programs offered in the local community residences for older persons, and in a close supervisory capacity relative to the administration of CIS funds.

The institution became involved with programming for older persons in the early 1970s through the interest of several administrators who encouraged the college to pursue grant monies to support the development of programs. A locally organized Federation of Senior Citizens was formed to obtain federal grants in the area of programming for older persons. Since that time, programs for older persons have been operated primarily through CIS support.

Seminole Community College now provides a wide variety of leisure time activities for older adults in such areas as arts and crafts, tennis, dog obedience, music, slim 'n trim, antiques, photography, astrology, parapsychology, and yoga.

Valencia Community College (Orlando). The interview at Valencia Community College was conducted with the Program Director for Community Instructional Services (CIS). Some of this person's responsibilities as Director include the scheduling of non-credit courses, programs, and activities for older persons. She has taught and developed courses for older adults and has worked in this field for approximately seven years.

Valencia Community College originally became involved with programming for older persons through a Title I, Higher Education grant establishing an Institute of Lifetime Learning. This institute was founded in cooperation with the National Retired Teachers' Association/ American Association of Retired Persons in 1975. More recently, CIS monies have been used to fund courses or programs for older persons.

Course offerings at Valencia have addressed such topics as art, music, theatre, literature, creative writing, health and physical

fitness, community interests and concerns, local government, personal development, and others.

Summary. All of the institutions recommended have had considerable involvement with programming for older persons. Individuals interviewed at these institutions were experienced practitioners. Factors associated with the initial institutional involvement in the area of programming for older persons included the special interests of administrators, the availability of grants, the community college commitment and recognition of its responsibility in this area, and the availability of Community Instructional Services funds established by the Florida legislature. All of the institutions selected for the follow-up interviews have demonstrated great involvement with programming for older persons by offering a wide variety of courses and programs.

Consistency of Response

Ten guidelines from the survey questionnaire were randomly selected to be included in the interview sessions. Interviewees were asked to indicate if each guideline was considered to be important, and if each was part of the program development process at their institution. This same response had previously been requested of them when they completed the survey questionnaire. The purpose of this part of the interview was to provide a quick check to see if the written responses of the individuals to certain items on the survey questionnaire were consistent with their response to those same items during a personal interview situation. This would give the writer a feel for

the consistency of data obtained from respondents through a survey questionnaire with data obtained through a personal interview.

In only three instances was there a difference between a written response to a survey item and the verbal response obtained during the interview. For one item, the interviewee's verbal response to a guideline was positive as compared with the written negative response indicated on the survey questionnaire. However, the negative response on the survey questionnaire was qualified with a comment that, in effect, indicated positive support of the guideline. In another instance, the interviewee had not given a written response to an item on the survey questionnaire. Therefore, it could not be determined if a written response was consistent with a verbal one. Finally, there was only one situation where complete inconsistency between the verbal and written response of an individual was indicated.

Guidelines Receiving Less Than 75% Support

Upon review of the results obtained from the survey questionnaire, the writer chose to explore further those guidelines that received support from less than 75% of the responding institutions. Table 12 shows the guidelines that fit this criterion. The community college practitioners interviewed were first told the percentage of support that each guideline in this category received and then asked to give their thoughts as to why each guideline received its rating. Following are the comments and reactions of the practitioners relative to each guideline.

Table 12

Summary of Guidelines Receiving Less Than
75% Support by Responding Institutions

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|---|---|---|
| 7.2 Promote financial aid | 46 (11) | 33 (8) |
| 9.6 Provide or coordinate transportation to locations difficult to reach | 67 (16) | 33 (8) |

Provide or coordinate transportation to locations difficult to reach.

1. Institutions usually do not have funds to provide transportation.
2. The mission of the community college is to reach out to its community. If this is done, then programs and courses are accessible to older people and transportation is not necessary.
3. It is not the responsibility of the college to provide transportation.
4. There may not be sufficient demand by older people in the community to merit the expenditure of resources in this area.
5. Transportation is a problem to many different groups. Colleges could not afford to provide this service to everyone.
6. Colleges have established linkages with other agencies that have resources to deal with transportation problems.

It is clear from the comments and reactions of the practitioners that they do not generally perceive transportation to be a major issue relative to Florida's community and junior colleges. If, indeed,

colleges are outreach oriented, taking care in choosing accessible locations, then their older clientele should have few transportation problems. Furthermore, even if transportation does become an issue in some situations, the college cannot assume this responsibility but must look to other public agencies to help solve this problem.

Promote financial aid.

1. There are many seniors that can afford to pay for courses and they feel good about it.

2. Unless the college, state, or federal government can make a long-term commitment to providing financial aid to older people, then it is better to explore other ways to allow older people to attend courses or programs.

3. The Florida legislators have fluctuated on the kind of support to be provided for older people. Society has not seen fit to offer financial aid to its seniors on anything other than a hit-or-miss basis as reflected by Florida legislators over the past four years.

4. Typical financial aids packages are available to older people. Colleges just do not promote this.

5. Many courses are available to older students free of charge or at a reduced tuition. Financial aid is not necessary.

6. Although fees are waived for many courses for older persons, colleges do not "promote" this as financial aid because some older people may have a negative view of this aid as a form of welfare.

7. Colleges see financial aid to be for those individuals taking a series of coordinated learning activities leading to a degree or

certificate. They do not generally perceive older people as pursuing these kinds of activities.

The low support given to promoting financial aid (46%) may have indicated that the respondents had a rather narrow view of what was meant by financial aid. Most of the respondents (88%) indicated they were providing free or reduced tuition. However, their lack of support for "promoting financial aid" could reflect the bias that traditional financial aid programs are more for the traditional age students. Financial aids may be promoted in the area high schools but not in residential areas or locations with a high concentration of older people. While older people may generally pursue non-credit or self-improvement kinds of learning activities, some may have an interest in pursuing degree or certificate programs leading to second careers. For them traditional financial aid programs could be appropriate.

Guidelines Supported by 75% of More of the Responding Institutions But Practiced by Less Than 75%

There were 12 guidelines where general support (75%+) was indicated in belief but not in practice (less than 75%). These guidelines are summarized in Table 13. In the last part of the interview session, these guidelines were addressed. Interviewees were asked to give their thoughts about possible reasons or factors that might explain why these guidelines were followed by less than 75% of the responding institutions. A presentation and discussion of their comments relative to each guideline follow.

Table 13

Summary of Guidelines Supported by 75% or More of the Responding
Institutions but Practiced by Less Than 75%

| Guideline | Percent of Respondents Supporting | Percent of Respondents Practicing |
|--|---|---|
| 1.3 Develop a written policy statement regarding the institution's involvement with older persons | 88 (21) | 67 (16) |
| 2.1 Appoint a director or coordinator of programming for older persons | 83 (20) | 71 (17) |
| 2.2 Promote the use of older people in the community as volunteers or paid staff | 96 (23) | 71 (17) |
| 2.4 Provide inservice training for faculty and staff involved in programming | 88 (21) | 58 (14) |
| 3.1 Establish a planning/advisory committee composed primarily of representative older people in the community | 75 (18) | 58 (14) |
| 4.2 Determine needs (i.e., transportation, basic education, enrichment, second career, retirement education, social services, nutrition) | 96 (24) | 71 (17) |
| 5.1 Decide level of involvement | 92 (22) | 67 (16) |
| 6.1 Explore new sources for funding (i.e., industry, local businesses, private foundations) | 83 (20) | 58 (14) |
| 6.6 Review supportive alternatives that do not require new funds (i.e., emphasize concept of aging in existing courses, student projects in aging area, aging emphasis in staff development) | 96 (23) | 67 (16) |
| 6.7 Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs | 83 (20) | 38 (9) |
| 7.3 Simplify admission/registration procedures | 83 (20) | 71 (17) |
| 9.4 Eliminate on-campus barriers | 75 (18) | 54 (13) |

Develop a written policy statement regarding the institution's involvement with older persons.

1. It may have been unclear as to what was meant by a policy statement.
2. Mission statements of colleges address all groups. If you single out older people then you have to do this for all groups.
3. An informal understanding of policy may be easier to have rather than a formal written one.
4. Institutions do not want to commit themselves in a written policy statement. Funding changes so often.
5. There is not enough population of older people to warrant a single policy statement for them.

While institutions may support the concept of a written policy statement (88%) there is a reluctance on their part to do this for special groups. College mission statements provide a broad, general framework for operation without committing institutions to specifics. Institutions would appear to operate on more of an informal basis when it comes to specific actions relating to programming for older persons. This allows them more flexibility to expand, change, or reduce their programming efforts depending on current budget commitments.

Appoint a director or coordinator of programming for older persons.

1. Budget limitations. The amount of money available would dictate whether this could be done.
2. The percentage of older people in the community might decide whether this could be done.

3. If seniors are not vocal in their demands, the institution will not pursue this.

Comments relative to this guideline were limited to money and demand. Institutions with smaller, less vocal populations of older people are probably offering limited programs for them. With small budgets, appointing a director may not be feasible or even justifiable.

Promote the use of older people in the community as volunteers or paid staff.

1. Colleges may not see this as their role.
2. Some colleges may not believe that the amount of time necessary to do this is time well spent.
3. The size of the program might affect this. Their degree of involvement in programming might determine this.
4. There are other agencies handling this.
5. They may not have the time and expertise to do this.

Most of the comments of the interviewees focused around the volunteer aspect of the guidelines. Institutions highly support this concept (96%) but seem significantly less willing to spend their time and resources developing a volunteer program. They may be very likely, however, to accept older volunteers from other agencies administering these programs.

Provide inservice training for faculty and staff involved in programming.

1. The individuals completing the questionnaire may have perceived this as a formal, structured program. Most of this could be done informally through printed materials, handbooks, etc.

2. Colleges may not have the funds to support this. Most of the faculty would be part time. They would probably need to be paid to attend formal training sessions.

3. Very few institutions deal with part-time faculty as a whole. Part-time faculty are a constantly changing group.

4. The prescreening of those who will teach already establishes an individual with expertise and sensitivity with older people. Therefore, this is not necessary.

The low support (58%) in practice given to this guideline seems to arise from the unique nature of the faculty used for this area. They are usually part time and usually accustomed to an older clientele. Institutions may be more inclined to deal with this group informally through training manuals rather than face the problems associated with formally structured training sessions. Also, if institutions are concentrating their efforts on employing interested faculty who are sensitive to the needs of older persons (guideline 2.3) as they have indicated (88%), inservice training may not be as necessary.

Establish a planning/advisory committee composed primarily of representative older people in the community.

1. This takes a lot of work and staff support. There is no guarantee that the effort put into this will result in a productive group.

2. The college may prohibit the forming of an advisory group.

3. They may be unsure as to how to develop and structure an advisory group.

4. They may kid themselves into thinking this is being done informally.

5. When you have this, you spend a lot of time with a lot of trivia.

6. Once you give this group some power, they try to run the whole show without the proper knowledge.

7. Input is obtained on an informal basis.

8. There is a lack of awareness that this is necessary. If there is a large population of older people, then it is more necessary.

9. Older people are too diverse of a population. It would be very difficult to get adequate representation. It is not like a career advisory board.

10. Courses are determined by demand or success. An advisory group is not necessary.

11. When you have an advisory group, then there is an "implied" responsibility to meet their needs and respond. A lot of institutions do not want to create this situation.

According to the interviewees, institutions do not really want to spend their time and resources on establishing an advisory group unless it is absolutely necessary. Indeed, this concept was viewed as important only by a marginal percentage (75%). There seems to be a feeling of losing control over the decision-making process if you commit yourself to the advisory board concept. Respondents seem much more inclined to obtain input through informal channels that would be less restrictive on their actions. Also, if institutions were more committed to carefully mapping out their program content, as they do with their degree programs, an advisory group may seem more useful. As long

as institutions are in a reactive posture rather than a planning one, advisory groups will play a less important role.

Determine needs.

1. Institutions list seniors as one of the top populations served by CIS funds. How are they doing this without a needs assessment?

2. This may not be done in the formal sense but can be done informally with on-going needs determined by demand.

3. Some colleges may not be aware of the true meaning of a needs survey.

4. Demand fluctuates so often. You would have to do a needs assessment too often.

5. You have to stay on top of what is being asked for at that time. Colleges have to remain flexible to current demand.

6. Conducting a needs assessment is a tricky and time-consuming process.

7. Development of an instrument to do this would be very difficult.

8. Institutions are too busy responding to requests rather than doing needs assessments.

Institutions strongly support the guideline of determining needs (96%) but may not perceive themselves as having the luxury of allocating their resources for a formalized process of determining needs. Institutions usually are struggling to keep up with the diverse demands for off-campus programs. Carefully developing a planned program for older people based upon an extensive needs assessment may be nice, but not possible.

Decide level of involvement.

1. The uncertainty of CIS funds probably impacts this. It is difficult to decide the level of involvement without a known commitment of funds.

2. Involvement fluctuates relative to the level of known funding. Involvement is based upon the degree of certainty of money available.

3. You cannot decide this ahead of time because of financial uncertainty and restrictions. Involvement is on a "shotgun" approach.

4. Usually the person responsible must respond to various groups, supervisors, etc. These restraints and demands in other areas limit the level of involvement.

5. Institutions, per se, do not make conscious decisions about what they are doing.

Comments relative to this guideline focused primarily on funding situations and how this restricts planning a level of involvement. In an ideal situation an institution could establish a rationale or justification for a certain level of involvement in programming for older persons based upon such things as need, demand, and the percentage of older people in its community and then expect funding based on the merit of the case it has made. Funding limitations and practices, however, do not reflect an ideal situation. Consequently, institutions must first determine what funds will be available and then plan their programs accordingly.

Explore new sources for funding.

1. Most educators who come from an institutional base feel uncomfortable about getting into fund-raising.

2. Educators are given money by the institution and then they spend it. They do not raise funds.

3. All fund-raising may have to be done by one area of the college (i.e., foundation).

4. It takes a lot of time and staff to do this. There is uncertainty that the time and work invested will pay off.

The practitioners interviewed felt that the whole area of exploring new sources for funding is an area in which many respondents to the survey may lack both confidence and expertise. They generally have not had to be involved with these kinds of fund-raising activities in the past. Their uncertainty or unwillingness to become involved in this area is further fueled by a lack of confidence that it will pay off.

Review supportive alternatives that do not require new funds.

1. This would take a totally different delivery system. It takes a lot of work to do this.

2. This may not be seen as part of CIS activities.

3. They may not view developing a cadre of volunteers for a program with no financial base as a viable use of time.

4. Turfism. Other areas do not want to do this. They are not willing to do this unless there is financial reward.

5. There may be a lack of expertise on how to do this.

6. They may not perceive a need to do this.

7. This may not be seen as important enough. Other areas are not interested in seniors. College is for young people.

8. If no funding at all, then they might do this.

For the most part, the programs for older people at the community and junior colleges in Florida began with some initial funding commitment. Practitioners associated with these programs have had to concentrate their efforts on using committed funds to provide the greatest amount of programs or services for their older clientele as possible. They have not perceived the review of supportive alternatives that require no new funds as a productive use of their time. Furthermore, the kinds of alternatives that might be available to them probably involve other areas over which they have no control. Consequently they may be more inclined to pursue activities that fall under their direction and responsibility.

Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs.

1. The limitations of a state funding system do not encourage this. The funding system is a major interference in the reallocation of resources.
2. Standard practice is to find some amount of money to start something and then find a way of inculcating it as an important aspect of an institution's scope.
3. If there is a high percentage of seniors in the population, an institution may be more inclined to do this.
4. Institutions have not been forced to do this. If something happens to CIS funds then they may be faced with this.
5. The institution's budget development process does not support this approach.

6. This would take extensive promotional efforts within the institution to establish this.

7. They could not justify this on the basis of FTE. If FTE is not a major criterion, then this is a possibility.

Although the responding institutions indicated general support (83%) for establishing new fiscal priorities resulting in a reallocation of existing resources, in reality, the existing budgetary practices of Florida's community and junior colleges do not support this approach. Budgets generally are built with an "add on" philosophy. If new programs seem justifiable, then additional funding is sought. Based upon the comments of the interviewees, it does not seem likely that institutions will reexamine their existing budgetary practices to establish new fiscal priorities unless some major circumstance forces them to do so.

Simplify admission/registration procedures.

1. They may not have control over the admissions/registration process.

2. Fear of changing procedures that have worked in the past.

3. Persons in charge of these areas do not want special forms for special groups. They want to keep forms consistent.

4. Inertia. Lack of willingness. The philosophy of the registrar affects this.

The interviewees felt that the primary factor affecting the practice of this guideline by some of the responding institutions was the personality of the person in charge of the registration/admission area. If there was a resistance by this person to changing established

procedures, those who might want to simplify procedures for older people would have little control over implementing such changes.

Eliminate on-campus barriers.

1. Institutions generally have not had to address this because most courses are offered off campus.

2. It is easier to offer courses off campus than to address all the problems (i.e., scheduling) associated with on-campus programs. Having courses on campus involves a different program concept.

3. Institutions do not really communicate that they want seniors on campus.

4. There is not a pressing need by seniors to come on campus. They are threatened by this.

5. Population patterns would affect this.

6. Most renovations for handicapped have taken care of this.

Institutions have not perceived the need to address this issue. They have worked hard (92%) at choosing convenient off-campus locations for their programs for older people and, consequently, have not given as much attention to on-campus barriers. Since it is likely that the majority of the older participants in the community attend these off-campus learning activities, it has not seemed necessary to deal with on-campus problems. However, there may still be a number of older people attending the more traditional on-campus courses who need the institution's attention.

Chapter Summary

There were 24 institutions completing the entire survey questionnaire. All but two of the 54 recommended guidelines were rated as

important by 75% or more of the responding institutions. In actual practice, 40 of the 54 guidelines were followed by 75% or more of the institutions in the development of their programs for older people. These results were presented and discussed.

Two guidelines were believed to be important by less than 75% of the responding institutions (see Table 12). Twelve guidelines received support (75% or more), in belief, but not in actual practice (less than 75%). The comments and reactions of five interviewed practitioners relative to these findings were reported and discussed.

The results presented in this chapter indicate a substantial support (75% or more) by the responding institutions of the recommended guidelines both in belief (50 guidelines) and in actual practice (40 guidelines). In the final chapter, the entire research investigation is summarized and conclusions are provided.

CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The older population in Florida is a large, diverse, and growing group which has certain educational needs that must be considered by educators. Community colleges, because of their mission, are in an excellent position to develop and offer educational programs to address these needs. The purpose of this study was to identify current and recommended guidelines for community colleges in determining their allocation of resources to meet the educational needs of older persons. Three specific subproblems were also addressed. These were

1. the identification of recommended guidelines for developing educational programs for older people
2. the determination of the extent to which Florida's public community and junior colleges support and practice the recommended guidelines for developing educational programs for older people
3. the examination and analysis of current community college practices statewide in light of the recommended guidelines.

Research Methodology

As a result of a literature review primarily from 1965 to the present, several major studies were identified that offered guidelines for the development of educational programs for older persons. Through a careful analysis of these studies, a comprehensive list of 54

recommended guidelines was constructed. These guidelines were utilized as the basis for developing a survey instrument that was sent to individuals having responsibility for educational programming for older persons at Florida's 28 public community and junior colleges. The primary purpose of the survey was to determine the extent to which institutions supported and practiced the recommended guidelines for developing educational programs for older persons.

After reviewing the results of the survey questionnaire, follow-up interviews were scheduled at five of the responding institutions with individuals who had completed the original survey. The purpose of the follow-up interviews was to gain the insight of practitioners concerning specific results of the survey questionnaire. Both the survey results and the comments of the community college practitioners were examined and discussed.

Findings

The results of the survey investigation are based upon the responses of 24 public community and junior colleges. Twenty-five of the 28 institutions surveyed returned the questionnaire. However, one institution indicated no involvement in educational programming for older persons. Following is a summary of the major findings of the investigation. The three areas addressed include (a) community and junior college support for the recommended guidelines, (b) current practices of community and junior colleges, and (c) consistency of current practices with expressed support.

Community and Junior College Support for the Recommended Guidelines

The respondents indicated substantial support for 52 of the 54 recommended guidelines. Seventeen guidelines were supported by all of the responding institutions.

1. Assure that the governing board recognizes and supports the responsibility to serve older persons
2. Enlist the support of the president
3. Enlist the support of key college administrators
4. Identify faculty and other staff who are supportive
5. Identify and employ interested faculty who are sensitive to the needs of older persons
6. Establish and maintain communication links with key individuals from various segments of the older population
7. Identify existing services/programs provided for older people in the community
8. Determine gaps between current services/programs and the needs of older persons in the community
9. Establish communication links with agencies that have expertise and information about older people
10. Determine existing state support
11. Examine existing institutional support
12. Identify existing resources within the community and determine their potential for serving older persons
13. Use convenient locations
14. Schedule program activities primarily on first floors
15. Provide comfortable class environment

16. Use facilities accessible to persons with physical limitations
17. Assure open, continuous communication between program planners and program participants

Also included in the 52 supported guidelines were several that received support from all but one of the 24 respondents.

1. Develop a philosophical base within the institution that is consistent with serving an older population
2. Promote the use of older people in the community as volunteers or paid staff
3. Determine needs
4. Select curriculum/programs that address identified needs and interests of older persons in the community
5. Determine staff requirements
6. Review supportive alternatives that do not require new funds
7. Develop cooperative linkages with other agencies, associations, groups, institutions serving older persons
8. Identify target populations
9. Promote relevance of institutional mission to older persons
10. Use teaching techniques that recognize the depth of experiences that older people bring to a learning situation
11. Use instructional media that recognize possible physical limitations of older persons
12. Evaluate curriculum/program emphasis
13. Determine cost effectiveness of programs/classes
14. Evaluate program logistics
15. Evaluate faculty effectiveness

The remainder of the 52 guidelines receiving substantial support were rated as important by at least 75% (18) of the community colleges.

1. Develop a written policy statement regarding the institution's involvement with older persons
2. Appoint a director or coordinator of programming for older persons
3. Provide inservice training for faculty and staff involved in programming
4. Establish a planning/advisory committee composed primarily of representative older people in the community
5. Establish a demographic profile
6. Decide level of involvement
7. Determine program cost
8. Identify necessary physical requirements
9. Develop strategies for implementation
10. Determine feasibility of grant support
11. Explore new sources for funding
12. Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs
13. Provide reduced or free tuition
14. Simplify admission/registration procedures
15. Use traditional advertising media
16. Employ advertising techniques appropriate for older persons
17. Eliminate on-campus barriers
18. Determine most convenient times to offer classes/programs

19. Provide instructional format that reflects open entrance/exit philosophy

20. Employ faculty who are sensitive to the needs of older persons

Finally, the colleges did not indicate strong support for the guidelines relative to providing transportation and promoting financial aid. Less than 75% of the institutions felt these guidelines were important.

Current Practices of Community and Junior Colleges

While institutional practice of the recommended guidelines was not quite so strong as the indicated support, it nevertheless was substantial. Forty of the 54 guidelines were included in the program development process by 75% or more of the responding institutions. While there were no guidelines followed by all of the institutions, there were several that were practiced by 22 of the 24 respondents.

1. Enlist the support of the president
2. Enlist the support of key college administrators
3. Establish and maintain communication links with key individuals from various segments of the older population
4. Determine existing state support
5. Examine existing institutional support
6. Use traditional advertising media
7. Use convenient locations
8. Schedule activities primarily on first floors
9. Provide comfortable class environment
10. Use facilities accessible to persons with physical limitations

11. Evaluate curriculum/program emphasis

12. Evaluate program logistics

In addition to the 12 guidelines mentioned above, there were 9 that were practiced by all but 3 of the responding institutions.

1. Develop philosophical base within the institution that is consistent with serving an older population

2. Assure that the governing board recognizes and supports the responsibility to serve older persons

3. Identify and employ interested faculty who are sensitive to the needs of older persons

4. Determine gaps between current services/programs and the needs of older persons in the community

5. Establish communication links with agencies that have expertise and information about older people

6. Develop cooperative linkages with other agencies, associations, groups, institutions serving older persons

7. Provide reduced or free tuition

8. Identify target population

9. Evaluate faculty effectiveness

There were 19 guidelines used by the respondents that have not previously been mentioned. These guidelines were practiced by at least 75% of the institutions.

1. Identify faculty and other staff who are supportive

2. Establish a demographic profile

3. Identify existing services/programs provided for older people in the community

4. Select curriculum/programs that address identified needs and interests of older persons in the community
5. Determine staff requirements
6. Determine program cost
7. Identify necessary physical requirements
8. Develop strategies for implementation
9. Determine feasibility of grant support
10. Identify existing resources within the community and determine their potential for serving older persons
11. Promote relevance of institutional mission to older persons
12. Employ advertising techniques appropriate for older persons
13. Use teaching techniques that recognize the depth of experience that older persons bring to a learning situation
14. Use instructional media that recognize possible physical limitations of older persons
15. Determine most convenient times to offer classes/programs
16. Provide instructional format that reflects open entrance/exit philosophy
17. Employ faculty who are sensitive to the needs of older persons
18. Assure open, continuous communication between program planners and program participants
19. Determine cost effectiveness of programs/classes

Fourteen of the 54 recommended guidelines were not included in the program development process by a substantial number of respondents. Of these guidelines, there were three that were followed by less than 40% of the respondents.

1. Promote financial aid
2. Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs
3. Provide or coordinate transportation to locations difficult to reach

Four of the 14 guidelines that did not receive substantial support were practiced by less than 60% of the institutions.

1. Provide inservice training for faculty and staff involved in programming
2. Establish a planning/advisory committee composed primarily of representative older people in the community
3. Explore new sources for funding
4. Eliminate on-campus barriers

Finally, the remaining seven of the 14 guidelines not strongly practiced were followed by less than 75% of the responding institutions.

1. Develop a written policy statement regarding the institution's involvement with older persons
2. Appoint a director or coordinator for programming for older persons
3. Promote the use of older people in the community as volunteers or paid staff
4. Determine needs
5. Decide level of involvement
6. Review supportive alternatives that do not require new funds
7. Simplify admission/registration procedures

Consistency of Current Practices with Expressed Support

For the most part, there was general consistency between the indicated support of the recommended guidelines and institutional practice of these guidelines when developing their programs for older persons. However, there were 12 guidelines where a discrepancy between belief and practice was indicated. For these guidelines, substantial support was indicated in belief but not in practice. The most significant gap between belief and practice existed with the following guidelines.

1. Promote the use of older people in the community as volunteers or paid staff

2. Provide inservice training for faculty and staff involved in programming

3. Determine needs

4. Decide level of involvement

5. Explore new sources for funding

6. Review supportive alternatives that do not require new funds

7. Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs

There were five remaining guidelines that had substantial support in belief but not in practice.

1. Develop a written policy statement regarding the institution's involvement with older persons

2. Appoint a director or coordinator of programming for older persons

3. Establish a planning/advisory committee composed primarily of representative older people in the community

4. Simplify admission/registration procedures
5. Eliminate on-campus barriers

Conclusions

For the most part, the community and junior colleges in Florida support and practice the guidelines for developing programs for older people that have been recommended by the literature. Upon reviewing the findings of the survey questionnaire and the comments of the community college practitioners, several conclusions seemed warranted. Following are the conclusions the writer has drawn from the results of this research investigation. They are reported relative to the 11 general guideline categories presented in Chapter IV.

1. Establish institutional commitment to serving the educational needs of older persons. Individuals responsible for developing programs for older people at Florida's community and junior colleges are working actively to promote and encourage support from other key individuals within their institutions. They are working with their presidents and governing boards to assure that these individuals recognize and support the responsibility to serve older persons. Furthermore, they are focusing their efforts on winning the support of faculty and other key college administrators. While Florida's community colleges have developed a philosophical base that appropriately addresses the need to serve older persons, they have not strongly endorsed the practice of developing written policy statements regarding their involvement with older persons. (See Table 1.)

2. Provide adequate support staff for programming efforts. Florida's community and junior colleges are employing faculty who

understand the unique needs of older persons. There are a significant number of institutions, however, that do not provide directors or coordinators to administer their programs for older persons. Florida's community colleges recognize the importance of using older people as volunteers but a substantial number are not yet providing this form of support for their programming efforts. Also, many of Florida's community and junior colleges do not seem to perceive a strong need to spend their time and money for inservice training of their faculty and staff involved with programming for older persons. (See Table 2.)

3. Assure reliable input from older people in the community.

Florida's community and junior colleges are seeking the input of older people primarily through established communication links with key individuals from various segments of the older population. The use of planning/advisory committees composed of representative older people from the community is not strongly endorsed as a means of obtaining reliable input. Florida's community colleges seem somewhat reluctant to utilize their resources to establish these formal groups. (See Table 3.)

4. Collect data concerning older people in the community. The community and junior colleges in Florida are employing numerous methods to collect information about older people in their communities. They are constructing demographic profiles of their older populations. Also, existing services/programs for older people in the community are being examined to identify possible gaps between these services/programs and the needs of older persons in the community. Additionally, Florida's community and junior colleges are maintaining regular contact with other agencies that can provide expertise and

information about older people. While most of Florida's community and junior colleges believe in the importance of determining the specific needs of their older population, a considerable number do not conduct needs assessments. (See Table 4.)

5. Develop a plan. Florida's community and junior colleges are following detailed planning procedures in the development of their educational programs for older people. Staff requirements, program costs, and physical requirements are some major areas being considered. Attention is being given to selecting curriculum and programs that will address the needs of older people. Effective strategies are being developed to implement programming plans. One aspect of planning, however, is not addressed by many of Florida's community and junior colleges. Deciding a specific level of involvement in programming for older persons has not been part of the planning process of a number of these institutions. (See Table 5.)

6. Analyze resources. Financial support for the development of educational programs for older people in Florida's community and junior colleges has arisen primarily from traditional sources. Program practitioners are relying upon previous institutional commitments, existing state and local resources, and grant monies to provide support for their programs. They are not actively pursuing more nontraditional approaches to obtaining resources to support their programs. Budgetary practices based upon the establishment of new fiscal priorities that would result in a reallocation of existing resources to support aging programs are not, for the most part, occurring. The exploration of new funding support from the private sector is not widely practiced.

Practitioners do not seem to be as comfortable with these ways of seeking resources. (See Table 6.)

7. Modify college policies/procedures to better serve older persons. Florida's community and junior colleges are addressing the financial needs of many of their older residents primarily by offering free or reduced tuition for their programs and courses. This approach has also been supported through legislative action. Program practitioners do not generally perceive the more traditional financial aid programs as applying to an older clientele. These programs are not promoted by many of the practitioners at Florida's community and junior colleges. Also, the modification of admission and registration procedures to better meet the needs of older people is not occurring at a number of these institutions. (See Table 7.)

8. Develop effective recruitment/advertising strategies. Florida's community and junior colleges are employing numerous recruitment and advertising strategies to promote their programs for older people. They are identifying their target populations and using primarily traditional advertising media such as television, radio, newspapers, and brochures to reach these groups. Strategies involving the promotion of the relevance of institutional mission to older persons and the use of specific advertising techniques geared primarily toward this older clientele are being used but not quite so widely as the traditional recruitment/advertising practices. (See Table 8.)

9. Provide easy access to programs. The community and junior colleges in Florida are using numerous means to make their programs accessible to older people. They are scheduling their programs primarily in convenient off-campus locations. The facilities used for

their programs are accessible to persons with physical limitations and contain comfortable classroom environments. On-campus barriers to older persons are not being considered by many institutions. Also, the majority of Florida's community and junior colleges do not perceive a necessity or responsibility to provide or coordinate transportation for their older students. (See Table 9.)

10. Use effective instructional strategies. The teaching strategies and instructional delivery systems used by Florida's community and junior colleges for their educational programs for older students are responsive to the unique needs and characteristics of this group. Courses are being taught in a manner that encourages interaction so that the life experiences of older people can become part of the learning process. Instructional media that recognizes possible physical limitations is being used by most of the institutions. Also, consideration is being given to scheduling courses at convenient times, and using faculty who are sensitive to the needs of older persons. Instructional formats that allow older students to enter or leave the learning process at will are being used but not quite so widely as some of the other strategies in this area. (See Table 10.)

11. Assure on-going communications and evaluation of programs. Florida's community and junior colleges are using their resources to provide a systematic evaluation and feedback process relative to programs for older persons. The evaluation of curriculum and program emphasis, faculty effectiveness, and program logistics is taking place at most of these institutions. In addition, feedback from program participants is being encouraged and the cost effectiveness of the various programs and classes is being considered. (See Table 11.)

Recommendations for Future Study

Based upon the results and conclusions of this study, there are several suggestions that can be made for further research relative to the area of educational programming for older people. Following are the writer's recommendations in this regard.

1. Development of a statewide model for establishing a stable funding base to support programs for older persons in Florida's community colleges. A continuous problem mentioned by the community college practitioners that has impacted many aspects of the program development process relative to older persons relates to uncertain and unstable funding practices. In mid-1976, programming for older persons at Florida's community colleges gained recognition and momentum largely due to the initiation of Community Instructional Services (CIS), a funding program unique to Florida, designed to support efforts that would resolve community problems relating to health, environment, safety, human relations, government, education/child rearing and/or consumer economics/homemaking (Florida Department of Education, 1980). Community Instructional Services is supported from the general revenue fund as a grant-in-aid to the Office of the Commissioner of Education. The needs of Florida's senior citizens have been one of the top priorities addressed through CIS funds (Florida Department of Education, 1980).

Many of Florida's community colleges have come to rely upon CIS funds as a primary source for the fiscal support of their programs for older people. While these funds initially enhanced the ability of many institutions to meet the educational needs of older persons, funding support from this source has dwindled since 1976 leaving a number of

institutions struggling to maintain their programs. It would seem advantageous at this time to utilize research efforts to establish a model for a more balanced funding approach to support programming efforts for older people at the community colleges. For instance, CIS funds could be in the form of matching grants to institutions that have demonstrated other funding commitments to support their programs for older persons. This could establish a more stable budgetary system that would allow community college practitioners to plan their programs more effectively.

2. Determination of institutional priorities regarding the allocation of their resources to meet the educational needs of older persons in relation to the total percentage of this population in their service areas. The writer believes there is a need to determine if Florida's community colleges are giving appropriate attention to the older segment of the population. In many counties in Florida older people comprise over 25% of the population. Research aimed at determining whether community and junior colleges serving these counties are allocating a proportionate share of their resources to serve this older clientele seems necessary.

3. The effectiveness of the planning/advisory board concept in achieving reliable input from older people regarding program practices at Florida's community and junior colleges. Although the literature strongly supports the formation of representative advisory boards to provide input concerning programming efforts relative to older persons, this study has shown that there is considerable resistance to do this by a number of community college practitioners. A study regarding the

effectiveness of the advisory board approach could provide evidence that would either support or reject the use of resources in this area.

4. The identification of factors influencing the use of selected guidelines for developing programs for older persons at Florida's community colleges. The five follow-up interviews with community college practitioners conducted in this investigation provided some insight into possible factors that may have influenced whether a guideline was followed in the program development process. An expansion of this interview process to include the other respondents to the survey questionnaire could further document and explain the aggregate responses of the community colleges to certain guidelines.

5. The identification of current beliefs and practices nationwide of community colleges in the allocation of their resources to meet the educational needs of older persons. The current beliefs and practices of Florida's community and junior colleges in the allocation of their resources to meet the needs of older persons have been the primary emphasis of this investigation. A duplication of this research effort on a national basis seems appropriate. The identification of program development practices by community colleges throughout the country could serve to enhance and strengthen the results of this study.

APPENDIX A
SURVEY QUESTIONNAIRE

Name of person completing questionnaire _____

Title _____

Institution _____

Part I of this questionnaire is designed to determine some factual information about your institution and its involvement with educational programming for older persons. Older persons refers to those individuals who may be retired, or close to retirement. Other commonly used terms for this age group would be senior citizens, elderly or older adults. Age boundaries for classifying this group have included such age points as 55+, 60+, or 65+.

Part II is designed to obtain data regarding the development of educational programs for older persons. Specifically, guidelines for developing programs are examined.

PLEASE COMPLETE AND RETURN IN ENCLOSED SELF-ADDRESSED STAMPED ENVELOPE BY OCTOBER 26, 1981.

PART I--PLEASE PLACE A (✓) IN THE APPROPRIATE SPACE.

1. Does your institution provide classes or programs specifically for older persons?

_____ Yes _____ No

2. Has your institution offered, but discontinued recently, such classes or programs for older persons?

_____ Yes _____ No

3. Does your institution have any classes or programs for older people in the planning stage?

_____ Yes _____ No

IF YOUR ANSWER WAS YES TO ANY OF THE ABOVE, PLEASE COMPLETE PART II OF THE QUESTIONNAIRE.

PART II

Below are some guidelines that have been suggested for consideration in the development of educational programs for older persons. Older persons refers to those individuals who may be retired, or close to retirement. Other commonly used terms for this age group would be senior citizens, elderly, or older adults. Age boundaries for classifying this group have included such age points as 55+, 60+, or 65+. There is a general statement followed by several specific statements related to that area. For each statement, indicate with a (✓) whether you believe it is important, and secondly, if it is/was part of the program development process at your institution. Each category has space for additional comments or guidelines you feel are important.

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|--|------------------|--|
| 1. ESTABLISH INSTITUTIONAL COMMITMENT TO SERVING THE EDUCATIONAL NEEDS OF OLDER PERSONS | | |
| 1.1 Develop philosophical base within the institution that is consistent with serving an older population. | ___ Yes ___ No | ___ Yes ___ No |
| 1.2 Assure that the governing board recognizes and supports the responsibility to serve older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 1.3 Develop a written policy statement regarding the institution's involvement with older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 1.4 Enlist the support of the president | ___ Yes ___ No | ___ Yes ___ No |
| 1.5 Enlist the support of key college administrators. | ___ Yes ___ No | ___ Yes ___ No |
| 1.6 Identify faculty and other staff who are supportive | ___ Yes ___ No | ___ Yes ___ No |
| 1.7 Comments/Other Guidelines | | |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|--|------------------|--|
| 2. PROVIDE ADEQUATE SUPPORT STAFF FOR PROGRAMMING EFFORTS. | | |
| 2.1 Appoint a director or coordinator of programming for older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 2.2 Promote the use of older people in the community as volunteers or paid staff. | ___ Yes ___ No | ___ Yes ___ No |
| 2.3 Identify and employ interested faculty who are sensitive to the needs of older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 2.4 Provide in-service training for faculty and staff involved in programming. | ___ Yes ___ No | ___ Yes ___ No |
| 2.5 Comments/Other Guidelines | | |
| 3. ASSURE RELIABLE INPUT FROM OLDER PEOPLE IN THE COMMUNITY. | | |
| 3.1 Establish a planning/advisory committee composed of representative older people in the community. | ___ Yes ___ No | ___ Yes ___ No |
| 3.2 Establish and maintain communications link with key individuals from various segments of the older population. | ___ Yes ___ No | ___ Yes ___ No |
| 3.3 Comments/Other Guidelines | | |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|---|--|--|
| 4. COLLECT DATA CONCERNING OLDER PEOPLE IN THE COMMUNITY. | | |
| 4.1 Establish a demographic profile (i.e., numbers by age, sex, ethnic group, residence, income, employment status). | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 Determine needs (i.e., transportation, basic education, enrichment, second career, retirement education, social services, nutrition). | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.3 Identify existing services/programs provided for older people in the community. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.4 Determine gaps between current services/programs and the needs of older persons in the community. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.5 Establish communication links with agencies that have expertise and information about older people. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.6 Comments/Other Guidelines | | |
| 5. DEVELOP A PLAN | | |
| 5.1 Decide level of involvement | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.2 Select curriculum/ programs that address identified needs and interest of older persons in the community. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5.3 Determine staff requirements. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|---|------------------|--|
| 5.4 Determine program cost. | ___ Yes ___ No | ___ Yes ___ No |
| 5.5 Identify necessary physical requirements (i.e., facilities, equipment, location). | ___ Yes ___ No | ___ Yes ___ No |
| 5.6 Develop strategies for implementation. | ___ Yes ___ No | ___ Yes ___ No |
| 5.7 Comments/Other Guidelines | | |
| 6. ANALYZE RESOURCES | | |
| 6.1 Determine existing state support (i.e., CIS Funds). | ___ Yes ___ No | ___ Yes ___ No |
| 6.2 Examine existing institutional support (i.e., courses, facilities, interested staff/faculty, funding). | ___ Yes ___ No | ___ Yes ___ No |
| 6.3 Determine feasibility of grant support (i.e., local, state, federal). | ___ Yes ___ No | ___ Yes ___ No |
| 6.4 Identify existing resources within the community and determine their potential for serving older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 6.5 Explore new sources for funding (i.e., industry, local businesses, private foundations). | ___ Yes ___ No | ___ Yes ___ No |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|---|--|--|
| 6.6 Review supportive alternatives that do not require new funds (i.e., emphasize concept of aging in existing courses, student projects in aging area, aging emphasis in staff development). | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.7 Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.8 Develop cooperative linkages with other agencies, associations, groups, or institutions serving older persons. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.9 Comments/Other Guidelines | | |
| 7. MODIFY COLLEGE POLICIES/PROCEDURES TO BETTER SERVE OLDER PERSONS | | |
| 7.1 Provide reduced or free tuition. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.2 Promote financial aid. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.3 Simplify admission/registration procedures. | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7.4 Comments/Other Guidelines | | |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|--|------------------|--|
| 8. DEVELOP EFFECTIVE RECRUITMENT/ ADVERTISING STRATEGIES | | |
| 8.1 Identify target populations. | ___ Yes ___ No | ___ Yes ___ No |
| 8.2 Promote relevance of institutional mission to older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 8.3 Use traditional advertising media (i.e., television, radio, newspapers, brochures). | ___ Yes ___ No | ___ Yes ___ No |
| 8.4 Employ advertising techniques appropriate for older persons (i.e., newsletters, or bulletins of local clubs to which older people belong, direct mail-outs, personal contacts in homes, gathering places). | ___ Yes ___ No | ___ Yes ___ No |
| 8.5 Comments/Other Guidelines | | |
| 9. PROVIDE EASY ACCESS TO PROGRAMS | | |
| 9.1 Use convenient locations (i.e., near residences, shopping areas, transportation lines). | ___ Yes ___ No | ___ Yes ___ No |
| 9.2 Schedule program activities primarily on first floors. | ___ Yes ___ No | ___ Yes ___ No |
| 9.3 Provide comfortable class environment. | ___ Yes ___ No | ___ Yes ___ No |
| 9.4 Eliminate on-campus barriers (i.e., provide special parking). | ___ Yes ___ No | ___ Yes ___ No |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|--|------------------|--|
| 9.5 Use facilities accessible to persons with physical limitations. | ___ Yes ___ No | ___ Yes ___ No |
| 9.6 Provide or coordinate transportation to locations difficult to reach. | ___ Yes ___ No | ___ Yes ___ No |
| 9.7 Comments/Other Guidelines | | |
| 10. USE EFFECTIVE INSTRUCTIONAL STRATEGIES | | |
| 10.1 Use teaching techniques that recognize depth of experiences that older persons bring to a learning situation (i.e., small group discussion, seminar, workshop). | ___ Yes ___ No | ___ Yes ___ No |
| 10.2 Use instructional media that recognizes possible physical limitations of older persons (i.e., adequate lighting, multiple media, larger print). | ___ Yes ___ No | ___ Yes ___ No |
| 10.3 Determine most convenient times to offer classes/programs. | ___ Yes ___ No | ___ Yes ___ No |
| 10.4 Provide instructional format that reflects open entrance/exist philosophy. | ___ Yes ___ No | ___ Yes ___ No |

| <u>GUIDELINES</u> | <u>IMPORTANT</u> | <u>PART OF PROGRAM DEVELOPMENT</u> |
|---|------------------|--|
| 10.5 Employ faculty who are sensitive to the needs of older persons. | ___ Yes ___ No | ___ Yes ___ No |
| 10.6 Comments/Other Guidelines | | |
| 11. ASSURE ON-GOING COMMUNICATION AND EVALUATION OF PROGRAMS | | |
| 11.1 Assure open, continuous communication between program planners and program participants. | ___ Yes ___ No | ___ Yes ___ No |
| 11.2 Evaluate curriculum/program emphasis. | ___ Yes ___ No | ___ Yes ___ No |
| 11.3 Determine cost effectiveness of programs/classes. | ___ Yes ___ No | ___ Yes ___ No |
| 11.4 Evaluate program logistics (i.e., scheduling, facilities, locations). | ___ Yes ___ No | ___ Yes ___ No |
| 11.5 Evaluate faculty effectiveness. | ___ Yes ___ No | ___ Yes ___ No |
| 11.6 Comments/Other Guidelines | | |

THANK YOU

APPENDIX B
COMMUNITY COLLEGES SURVEYED AND THEIR PRESIDENTS

Brevard Community College
Dr. Maxwell C. King
1519 Clearlake Road
Cocoa, FL 32922

Broward Community College
Dr. Hugh Adams
225 East Las Olas Boulevard
Fort Lauderdale, FL 33301

Central Florida Community College
Dr. Henry E. Goodlett
Post Office Box 1388
Ocala, FL 32670

Chipola Junior College
Dr. Raymond M. Deming
Marianna, FL 32446

Daytona Beach Community College
Dr. Charles H. Polk
Post Office Box 1111
Daytona Beach, FL 32015

Edison Community College
Dr. David G. Robinson
College Parkway
Fort Myers, FL 33901

Florida Junior College at
Jacksonville
Dr. Benjamin R. Wygal
210 North Main Street
Jacksonville, FL 32202

Florida Keys Community College
Dr. William A. Seeker
Key West, FL 33040

Gulf Coast Community College
Dr. Lawrence W. Tyree
5230 West Highway 98
Panama City, FL 32401

Hillsborough Community College
Dr. Ambrose Garner
Post Office Box 22127
Tampa, FL 33622

Indian River Community College
Dr. Herman A. Heise
3209 Virginia Avenue
Fort Pierce, FL 33450

Lake-Sumter Community College
Dr. Robert S. Palinchak
5900 US 441 South
Leesburg, FL 32748

Manatee Junior College
Dr. Steven J. Korcheck
Post Office Box 1849
Bradenton, FL 33506

Miami-Dade Community College
Dr. Robert H. McCabe
11011 SW 104th Street
Miami, FL 33176

North Florida Junior College
Dr. Gary Sims
Post Office Drawer 419
Madison, FL 32340

Okaloosa-Walton Junior College
Dr. J. E. McCracken
100 College Boulevard
Niceville, FL 32578

Palm Beach Junior College
Dr. Edward M. Eissey
4200 Congress Avenue
Lake Worth, FL 33461

Pensacola Junior College
Dr. Horace E. Hartsell
1000 College Boulevard
Pensacola, FL 32504

Pasco-Hernando Community College
Mr. Milton O. Jones
2401 State Highway 41 North
Dade City, FL 33525

Polk Community College
Dr. Frederick T. Lenfestey
999 Avenue H, NE
Winter Haven, FL 33880

Santa Fe Community College
Dr. Alan J. Robertson
Post Office Box 1530
Gainesville, FL 32602

Seminole Community College
Dr. Earl S. Weldon
Highway 17-92
Sanford, FL 32771

South Florida Junior College
Dr. William A. Stallard
600 West College Drive
Avon Park, FL 33825

St. Johns River Community College
Dr. Robert L. McLendon, Jr.
5001 St. Johns Avenue
Palatka, FL 32077

St. Petersburg Junior College
Dr. Carl M. Kuttler, Jr.
Post Office Box 13489
St. Petersburg, FL 33733

Tallahassee Community College
Dr. M. Marm Harris
444 Appleyard Road
Tallahassee, FL 32304

Valencia Community College
Dr. James F. Gollattscheck
Post Office Box 3028
Orlando, FL 32802

APPENDIX C
COVER LETTER

Dear

I am writing to ask for your support and cooperation in regard to a study I am conducting involving programming for older persons in Florida's community and junior colleges. Florida leads the nation in proportion of older persons to total state population at 18.1%. Many of the counties our community colleges serve have over 25% of their population over the age of 65. As increasing numbers of older people continue to migrate to Florida, the challenge to the community colleges to serve this population will increase.

College administrators have indicated that there is a need for more practical guidelines and information on program development for older people. The purpose of this study is to determine the guidelines that have been used by Florida's community college administrators in developing educational programs for their older population. A brief questionnaire is enclosed to meet this end.

I am asking for your help in delivering this questionnaire to the person at your college best suited to provide information relative to any educational programming efforts specifically for older people. I would appreciate having the questionnaire completed and returned as soon as possible but no later than October 26, 1981. An educational program, in this study, refers to learning experiences, either academic or nonacademic, offered primarily for older persons. An "older person" is considered to be an individual who is retired to near retirement (i.e., age 55+, 60+ or 65+).

It is expected that the data collected from this questionnaire will provide useful information to college administrators responsible for planning programs for older persons. With your support, this goal will be achieved. Thank you.

Sincerely

James R. Cashon
Counselor

Dr. James F. Gollattscheck
President
Valencia Community College

Dr. Phillip A. Clark
Director, Center for Community
Education
University of Florida

APPENDIX D
INTERVIEW GUIDE

INSTITUTION:

PERSON INTERVIEWED:

DATE:

I. INTRODUCTION AND BACKGROUND

My name is Jim Cashon. I've been a counselor at Valencia Community College for eight years. Currently, I am working on my dissertation to complete the requirements for a Ph.D. in Educational Administration at the University of Florida.

My study involves three phases. In the first phase I reviewed some major studies of educational programs in institutions of higher education and the guidelines recommended by these studies. In the second phase, these guidelines were synthesized into a comprehensive list and included in a survey questionnaire that was sent to all of the community colleges in Florida. Individuals completing the questionnaire were asked to indicate if they thought a guideline was important, and if it was part of the program development process at their institution. The final phase involves some follow-up interviews with five community colleges. Your institution was recommended for the follow-up interview.

In this interview I'd like to first ask you some questions about yourself and your institution. Then I'd like to ask you to respond to

some questions about some specific guidelines that were on the survey questionnaire. Before we start are there any questions you have?

II. PERSONAL AND INSTITUTIONAL INFORMATION

First, I'd like to get some information about you. What is your official position at the college?

Does your position include the responsibility for programming for older persons?

Have you had a personal involvement in programming for older persons?

Do you feel you have knowledge in this area?

Now, I'd like to discuss your institution's involvement in programming for older persons. What was the major impetus behind the initiation of your programs for older persons? i.e., grants, special interest of administrator, demand by older people.

How long has your institution been involved in programming for older people?

Could you describe some of the programs you have available?

III. CHECK FOR CONSISTENCY OF RESPONSE

I'm going to read a series of recommended guidelines for developing educational programs for older people. First tell me if you believe the guideline is important, and secondly, if it was part of the program development process at your institution.

| | <u>Important</u> | <u>Practiced</u> |
|---|------------------|------------------|
| Simplify admission/registration procedures | | |
| Identify and employ interested faculty who are sensitive to the needs of older persons. | | |

| | |
|------------------|------------------|
| <u>Important</u> | <u>Practiced</u> |
|------------------|------------------|

Determine staff requirements

Use instructional media that recognizes possible physical limitations of older persons (i.e., adequate lighting, multiple media, larger print)

Enlist the support of key college administrators

Provide comfortable class environment

Develop cooperative linkages with other agencies, associations, groups, or institutions serving older persons

Establish communication links with agencies that have expertise and information about older people

Promote relevance of institutional mission to older people

Establish a demographic profile (i.e., numbers by age, sex, ethnic groups, residence, income, employment status)

IV. FOLLOW-UP TO CERTAIN SELECTED ITEMS ON THE SURVEY QUESTIONNAIRE

A. Guidelines Rated as Important by Less Than 75% of the Institutions

Of the 54 recommended guidelines on the survey, 52 were rated as important by 75% or more of the institutions responding. Two guidelines, however, received a rating of importance by less than 75% of the institutions. I would like to explore your thoughts about these two guidelines.

In the general area of providing access to programs for older persons, one specific guideline received a rating of importance by 16 out of 24 institutions. This was less than 70%. The guideline that received this rating involved providing or coordinating transportation

to locations difficult to reach. Why do you think this guideline was rated as "important" by less than 70% of the institutions?

The second guideline I would like to discuss was seen as important by 11 of the 24 institutions responding. This was 46% of the institutions. The guideline that received this rating was "promote financial aid." Why do you think this guideline received this rating?

B. Guidelines Rated Important by 75% or More of the Institutions but Practiced by Less Than 75% of the Institutions

In regard to the current practices of the community colleges when developing programs for older people, it was reported that 40 of the 54 recommended guidelines were actually followed by 75% or more of the institutions. I would like to explore your thoughts about 12 of the remaining guidelines that were rated as important by 75% or more of the institutions but actually practiced by less than 75% when developing their programs.

I'm going to read each of these guidelines to you. After each one, I would like you to give me your thoughts about possible reasons or factors that may have contributed to institutions not following these guidelines when developing their programs for older persons.

Guideline 1.3--Develop a written policy statement regarding the institution's involvement with older persons

Guideline 2.1--Appoint a director or coordinator of programming for older persons

Guideline 2.2--Promote the use of older people in the community as volunteers or paid staff

Guideline 2.4--Provide inservice training for faculty and staff involved in programming

Guideline 3.1--Establish a planning/advisory committee composed primarily of representative older people in the community

Guideline 4.2--Determine needs

Guideline 5.1--Decide level of involvement

Guideline 6.5--Explore new sources for funding (i.e., industry, local businesses, private foundations

Guideline 6.6--Review supportive alternatives that do not require new funds

Guideline 6.7--Establish/justify new fiscal priorities that will result in a reallocation of existing resources to support aging programs

Guideline 7.3--Simplify admission/registration procedures

Guideline 9.4--Eliminate on-campus barriers

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BIOGRAPHICAL SKETCH

James Cashon was born August 19, 1947, in Youngstown, Ohio. Upon graduating from Canfield High School in Ohio, he attended Rutgers University on an Alumni Tuition Scholarship where he was awarded a Bachelor of Arts degree in psychology in 1969. He then was accepted into the Graduate School of Education at Ohio University to pursue a M.Ed. in guidance, counseling, and student personnel. After receiving this degree in 1970, he was employed at the University of South Florida where he worked as a resident instructor for three years. He later was hired as a counselor at Valencia Community College in Orlando, Florida. During his employment at Valencia from 1973 to the present, he has served as president of the East Campus faculty, vice-president of the college-wide faculty, and vice-president of the Valencia chapter of the Florida Association of Community Colleges.

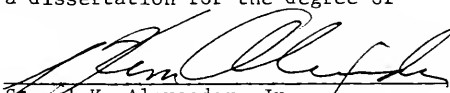
In 1978 he was awarded a Mott Foundation fellowship from the Center for Community Education at the University of Florida to pursue course work toward a Ph.D. in educational administration with an emphasis in community education. At the time of his sabbatical at the University of Florida, he received a paid internship to work in the national office of the National Retired Teachers Association/American Association of Retired Persons in Washington, D.C., during the summer of 1979. Jim also received a certificate in gerontology while at the University of Florida.

Jim is married and has a daughter. His hobbies include jogging, traveling, swimming and other outdoor activities.

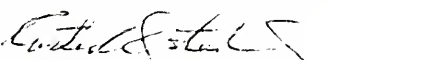
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Phillip A. Clark, Chairman
Professor of Educational
Administration and Supervision

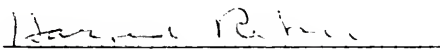
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Samuel K. Alexander, Jr.
Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Carter Osterbind
Professor of Marketing

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Harold Riker
Professor of Counselor Education

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1982

Dean for Graduate Studies and
Research

